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ABSTRACT

Prepared in response to a recommendation from a 1995 accreditation visit, this report describes efforts undertaken at Arizona's Coconino Community College (CCC) to assess student achievement and institutional effectiveness in 1995-96. Following introductory materials on the purpose of the report and an executive summary, a graph of assessment goals for the next 5 years and timelines of tasks and responsibilities from 1995 to 1998 are presented. Next, a discussion is provided of the implementation of assessment and outcomes for 1995-96, including information on the following: (1) the structure of assessment at CCC; (2) the development of CCC's Principal Committee for Institutional Effectiveness in September 1995; (3) a chronology of Committee activities for 1995-96; (4) CCC's mission statement, strategic plan for 1995-2000, and assessment mission statement; (5) a statement on assessment added to CCC's 1996-97 catalog; (6) definitions of assessment terms; (7) faculty, administration, and staff professional development activities; (8) indicators of institutional effectiveness at the level of the college mission and outcomes; (9) program-level review, including a sample assessment form; (10) criteria for the general education curriculum; (11) the development of a manual for classroom-level assessment; (12) data systems in use for tracking students; and (13) assessment-related pilot projects approved in 1996. Appendixes provide a list of 53 assessment resources; sample college newsletters; a program review manual, providing review forms; descriptions of approved pilot projects; and 1995-96 year-end reports from CCC assessment committees. (AJL)

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1995 - 1996
Assessment Program
Technical Progress Report

Prepared by Barbara Eickmeyer and Laurie McCown,
Co-Chairs of Principal Committee for Institutional Effectiveness

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Introduction

PURPOSE OF REPORT

Coconino Community College (CCC) recognizes and has been committed to its responsibility of assessing student academic achievement and demonstrating institutional effectiveness to its beneficiaries and constituents since offering its first courses in 1991. Efforts toward identifying assessment methods and implementing a timeline have been in process since 1994, when the Vice President for Educational Services challenged faculty and staff to develop the *CCC Assessment Plan*.

In November 1995, Coconino Community College was visited by an evaluation team representing the North Central Association of Colleges and Schools (NCA) for the purpose of considering the College for accreditation. In its narrative *NCA Evaluation Report*, the evaluation team recommended CCC for accreditation, but called for a progress report regarding assessment to be delivered by December 1996. The College responded positively to this request and has provided this *Assessment Program Progress Report* document.

RESPONSE TO NCA EVALUATION

The NCA evaluation team requested that specific information be included in the assessment progress report:

"This report needs to demonstrate that an acceptable plan has been implemented and that concrete results in the assessment of student outcomes have been collected and are being used for the purpose of institutional and instructional improvement." (NCA Evaluation Report)

Coconino Community College believes its comprehensive report clearly demonstrates that an acceptable assessment program is being implemented at CCC. Evidence that concrete results in the assessment of student outcomes are being collected include mission and program level indicators (see "Mission Level Indicators", "Program Level Review", and "General Education" sections). As stated in the District Governing Board Assessment Policy, the College has indicated that the assessment plan will include recommendations for improvement as a part of assessment activities.

"The conservative time frames for the assessment process as stated in the self-study and in the assessment plan are not adequate for the effective operation of an acceptable assessment process." (NCA Evaluation Report)

At the time of the NCA visit, the *CCC Assessment Plan* included a conservative time frame in order to preserve its primary purpose and allow for further development. Since then, the *CCC Assessment Plan* has improved in focus and momentum at the College and

a more complete timeline has been developed (see "Assessment Timelines" section). Coconino Community College believes its five-year outlook and timeline, included in this *Assessment Progress Report*, are both appropriate and realistic.

"The plan for developing and operating assessment strategies indicates a need for an adequate student tracking system." (*NCA Evaluation Report*)

The College recognizes the ongoing need to implement an adequate system for collection and dissemination of data. CCC has identified and made progress in developing data system(s) to support assessment and institutional research functions (see "Data Systems" section).

"The plan for assessment of student academic achievement needs to demonstrate progress towards consistent and logical timelines as well as documentation that results are being used for the purpose of instructional and institutional improvement." (*NCA Evaluation Report*)

The request for this *Assessment Program Progress Report* has served as a good incentive and motivation for activities by the Principal Committee for Institutional Effectiveness (PIE), although CCC believes that assessment was already an integral part of the College. The PIE Committee is engaged in keeping the *CCC Assessment Plan* native to the College by presenting an appropriate timeline and committing itself to the overall mission of assessment. Assessment enables collaboration between departments at the College and serves as a blueprint for building a better institution. The Committee and CCC emphasize using assessment to improve instruction and institutional effectiveness.

REPORT CONTENTS

Coconino Community College is committed to assessing its institutional effectiveness for the purpose of improving programs and services to its students. Although assessment activities have been on-going at CCC, this *Assessment Program Technical Progress Report* contains details about CCC's assessment activities for the past academic year of 1995-96. The report contains evidence of CCC's responsibility for improving overall institutional effectiveness by demonstrating the following:

- Assessment timelines; including a five-year outlook and time frames with responsibility for tasks.
- Assessment accomplishments during 1995-96; including a chronology of events and successes.
- Assessment activities in progress; including professional development events; mission, program and course level activities; substantial progress in evaluating general education; data systems development; and pilot projects.
- Assessment opportunities for improvement.

The *Assessment Program Technical Progress Report* includes implementation and outcomes information for the following areas:

- District Governing Board Assessment Policy
- Principal Committee for Institutional Effectiveness
- College Mission
- Strategic Plan
- Assessment Mission
- Catalog Statement
- Assessment Terms
- Professional Development
- Mission Level Indicators
- Program Level Review
- General Education
- Classroom Level Assessment
- Data Systems
- Pilot Projects
- Accomplishments of Other CCC Committees

The *Assessment Program Technical Progress Report* concludes with Improvement Areas and a Report Summary. Appendices include additional material about the Assessment Resource Library, Assessment Info-letters, Program Review Draft, Pilot Project Proposals, and the CCC 1995-96 Year-End Reports.

Executive Summary

ASSESSMENT PLAN

In 1994-95, a group of faculty and staff, called the Assessment of Student Academic Achievement (ASAA) project team, prepared the *CCC Assessment Plan*. This document was published and distributed in July 1995.

GOALS

Phase I of the *CCC Assessment Plan* identified the following areas to begin implementation efforts:

- Mission Related Areas
- Program Related Areas
- Course Related Areas
- Pilot Projects
- General Education

1995-1996 ACCOMPLISHMENTS

- The Principal Committee for Institutional Effectiveness (PIE) was created in Fall 1995 as a standing committee to oversee the implementation of assessment at CCC.
- Starting with the College Mission Statement, the Committee identified the linkages of the College's Strategic Plan goals with the mission areas.
- An assessment mission statement was constructed.
- A catalog statement on assessment was developed.
- Assessment related terms were defined.
- Professional development opportunities were made available to staff and faculty.
- Mission level indicators of institutional effectiveness were identified.
- A program review process was drafted.
- General education was targeted as a program area for initial assessment efforts.
- Data systems to support assessment were identified and development began.
- Pilot project proposals were solicited; approved projects began.
- Accomplishments by other CCC committees were collected for intercommunication.

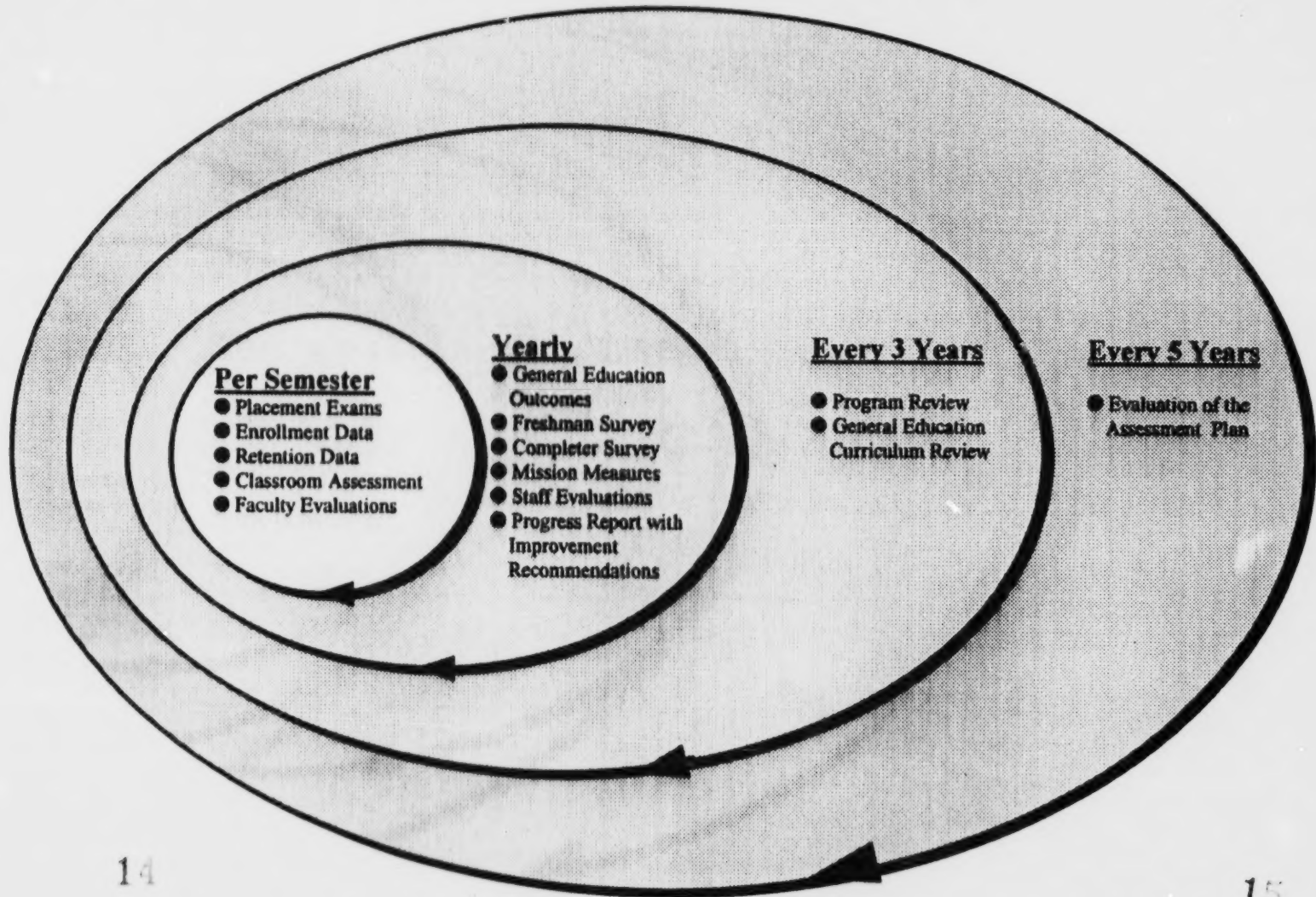
- Assessment timelines were developed for the next five years in a more complete format than originally included in the *CCC Assessment Plan*.
- The *Assessment Program Progress Report* was prepared in response to NCA's request and to document the goals, accomplishments, and intentions of assessment and institutional effectiveness efforts at CCC.

Assessment Timelines

ASSESSMENT TIMELINES

The *CCC Assessment Plan* (published July 1995) contained initial timelines for implementation. More complete timelines were developed, with assessment responsibilities assigned to appropriate areas. A five-year outlook illustrates when various assessment related tasks are expected to periodically occur. Following are assessment timelines starting with the 1995-96 academic year, detailing activities for the next five years.

CCC Institutional Effectiveness - Five Year Outlook



Timeline of Assessment Activities at CCC

	1995-1996		1996-1997		1997-1998		Responsibility	Report of Information
	Fall	Spring	Fall	Spring	Fall	Spring		
Placement Exams	X	X	X	X	X	X	Placement Coord.	VP for Ed. Svcs.
Enrollment Data	X	X	X	X	X	X	Dir. for Research	VP for Ed. Svcs.
Retention Data	X	X	X	X	X	X	Division Chairs	Faculty & VP for Ed. Svcs.
Classroom Assessment Activities	X	X	X	X	X	X	Faculty	Faculty
Faculty Evaluations	X	X	X	X	X	X	VP for Ed. Svcs.	Faculty & VP for Ed. Svcs.
General Education Outcomes				X	X	X	PIE & Faculty	Faculty & VP for Ed. Svcs.
Freshman Survey (CIRP)			X		X		PIE & Faculty	VP for Ed. Svcs.
Completer Survey (CIRP)		X		X		X	PIE & Faculty	VP for Ed. Svcs.
Mission Measures		X		X		X	Dir. for Research	VP for Ed. Svcs.
Program Review		X		X		X	Faculty & Staff	Curriculum Comm. & VP for Ed. Svcs.
Gen. Ed. Curriculum Review		X		X			Faculty	Curriculum Comm. & VP for Ed. Svcs.
Staff Evaluations		X		X		X	Human Resources	President
Progress Report with Recommendations for Improvement		X		X		X	PIE Co-Chairs	President & VP for Ed. Svcs.
Evaluation of Assessment Plan		X		X		X	PIE	President & VP for Ed. Svcs.

Timeline of Assessment Activities at CCC

							Responsibility	Report of Information
	1998-1999		1999-2000		2000-2001			
	Fall	Spring	Fall	Spring	Fall	Spring		
Placement Exams	X	X	X	X	X	X	Placement Coord.	VP for Ed. Svcs.
Enrollment Data	X	X	X	X	X	X	Dir. for Research	VP for Ed. Svcs.
Retention Data	X	X	X	X	X	X	Division Chairs	Faculty & VP for Ed. Svcs.
Classroom Assessment Activities	X	X	X	X	X	X	Faculty	Faculty
Faculty Evaluations	X	X	X	X	X	X	VP for Ed. Svcs.	Faculty & VP for Ed. Svcs.
General Education Outcomes	X	X	X	X	X	X	PIE & Faculty	Faculty & VP for Ed. Svcs.
Freshman Survey (CIRP)	X		X		X		PIE & Faculty	VP for Ed. Svcs.
Completer Survey (CIRP)		X		X		X	PIE & Faculty	VP for Ed. Svcs.
Mission Measures		X		X		X	Dir. for Research	VP for Ed. Svcs.
Program Review		X		X		X	Faculty & Staff	Curriculum Comm. & VP for Ed. Svcs.
Gen. Ed. Curriculum Review				X			Faculty	Curriculum Comm. & VP for Ed. Svcs.
Staff Evaluations		X		X		X	Human Resources	President
Progress Report with Recommendations for Improvement		X		X		X	PIE Co-Chairs	President & VP for Ed. Svcs.
Evaluation of Assessment Plan		X		X			PIE	President & VP for Ed. Svcs.

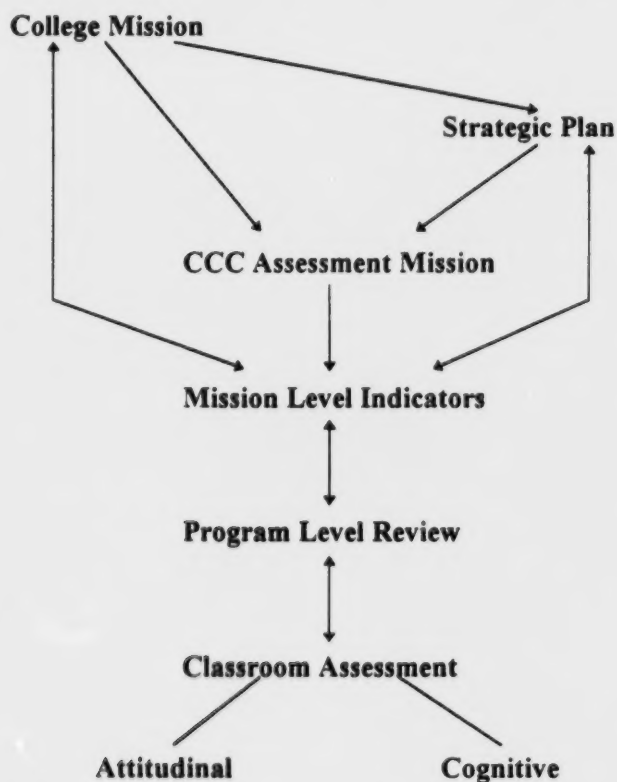
Implementation and Outcomes

ASSESSMENT AT CCC

The foundation for all assessment practices at Coconino Community College is the District Governing Board Assessment Policy:

Coconino Community College will assess student academic achievement and institutional effectiveness to enhance student success and continuously improve instruction, support services, and administrative functions. A variety of data gathered through diverse methods will be used to make resource allocation, administrative, support and educational process and outcome decisions. The process of data collection and analysis will adhere to ethical standards and confidentiality. *(CCC Policy #620, adopted September 15, 1995)*

CCC believes that institutional effectiveness and assessment of student academic achievement are linked. The following flow chart illustrates the assessment process at CCC:



Coconino Community College recognizes that assessment starts with the institution's Mission, and must be tied to its Strategic Plan. Assessment occurs at different levels throughout the institution: at the mission level, at the program level, and at the classroom level:

Mission - Assessment activities which measure institutional success in meeting the goals of the College as stated in the Mission Statement.

Programs - Assessment of CCC programs addressing, on a division and department level, goals that are comprehensive but clearly defined.

Courses - Assessment in the classroom where instructors clearly state course goals and measure the outcome of those goals. In addition, course assessment evaluates the effectiveness and relevance of courses by continuing to measure student goals, program and degree requirements, and student demand for courses.

PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS

Beginning in September 1995, the Assessment of Student Academic Achievement (ASAA) Project Team Task Force was officially dissolved and a new, standing committee for assessment purposes was established. The *Principal Committee for Institutional Effectiveness* (PIE) is so named to reflect the philosophy of assessment at CCC. It communicates with faculty and staff regarding the progress and results of assessment activities, and maintains a vital role in the design and implementation of CCC's efforts to assess institutional effectiveness and student academic achievement.

The overall focus of assessment is to provide recommendations for improvement of the institution in every area. During 1995-96 the PIE Committee examined available assessment models of other higher education institutions. An inventory of current classroom assessment techniques used by CCC faculty was collected. Brainstorming included mission and program level assessment.

The unique leadership of the Committee, co-chaired in 1995-96 by the Director for Institutional Research and a full-time faculty member, fosters a collaborative relationship between staff and faculty regarding assessment. Faculty members of the PIE Committee are vital in contributing ideas and direction for assessment activities, while staff representatives from various areas offer perspective and advice. Committee membership includes representatives from all areas of the College, and in 1995-96 was comprised of:

- Six full-time faculty representing the three divisions (Liberal Arts, Vocational/Occupational, Science & Math).
- The Director for Institutional Research & Grants.
- A representative from Student Services.
- A representative from the College Leadership Team (CLT).
- The Special Projects Coordinator, invited to assist the Committee and to represent CLT when necessary.
- A representative from the Learning Enhancement Center.
- A full-time faculty member representative from the CCC Page Educational Center who participates in meetings via conference phone calls and attends meetings whenever possible.
- An associate faculty member from the Vocational/Occupational Division.
- The Vice President for Educational Services (ex-officio).
- A student worker, employed by PIE as a secretary, who contributes perspective.

During the 1995-96 academic year, the PIE Committee met approximately once a month. As outlined by Phase I of the *CCC Assessment Plan*, some of the first assignments were to call for pilot projects from all areas of the College and to examine methods of evaluation for general education. Educational activities were promoted to all staff and faculty in order to expand awareness and knowledge about assessment. These goals were met with impressive results given the limited resources (human and fiscal) as well as time allotted.

Coconino Community College
Principal Committee for Institutional Effectiveness

CHRONOLOGY FOR 1995-1996 ACADEMIC YEAR

- | | |
|--------------|---|
| 6 Sept 1995 | College Leadership Team (CLT) approved standing assessment oversight committee, making recommendations to be presented to the group. |
| 26 Sept 1995 | First meeting of Assessment Oversight Committee; name changed to Principal Committee for Institutional Effectiveness (PIE). Old Assessment of Student Academic Achievement (ASAA) Project Task Force Team dissolved. |
| 5 Oct 1995 | Copies of CCC Assessment Plan distributed to all staff and faculty. |
| 10 Oct 1995 | PIE Meeting: Collection process began for current assessment materials at CCC. Assessment "grid" distributed for Committee input on assessment indicators. |
| 25 Oct 1995 | Assessment Info-letter published and distributed. |
| 27 Oct 1995 | PIE Meeting: Pilot Project Proposal form approved. Academic Standards Committee communicated input to PIE Committee regarding pilot project proposals. Definition of assessment terms presented to PIE Committee and approved. |
| 31 Oct 1995 | Faculty Meeting: Call for Pilot Project Proposals. |
| 13 Nov 1995 | 1996-97 Budget Proposal Submitted |
| 28 Nov 1995 | PIE Meeting: Budget Proposal for 1996-97 was discussed. The Assessment Grid was also discussed in detail. Pilot Project Proposals were summarized and copies were distributed to attending members. Handouts regarding assessment conferences and workshops were distributed. |

8 Dec 1995	PIE Meeting: A tentative schedule was formulated of the spring activities, including a retreat in February. CCC's draft Assessment Catalog Statement and examples of other sample statements were distributed for review.
12 Jan 1996	Part I of the "Qualitative Research and Evaluations" workshop was held. Twenty-four people attended.
23 Jan 1996	PIE Meeting: Pilot Project funding was discussed. Clarifications were made as to what was to be funded. The Committee developed a one sentence mission statement for assessment.
30 Jan 1996	Part II of the "Qualitative Research and Evaluations" workshop was held. Thirteen people attended.
2 Feb 1996	Deadline for Pilot Project proposals. Invitations sent out for the February 16, 1996 retreat.
6 Feb 1996	PIE Meeting: The Assessment Catalog Statement was discussed and revised for submission to the Academic Standards Committee. Pilot Project funding was allocated in three categories: Program Effectiveness, Student Services and Course Effectiveness. The Pilot Projects were then placed into these categories.
8 Feb 1996	PIE submitted the Assessment Catalog Statement to Standards for preliminary input.
16 Feb 1996	PIE retreat was held at the duBois Center at Northern Arizona University. The participating members formulated a General Education guideline for assessment to utilize as an instrument in other areas of assessment as well.
21 Feb 1996	Pilot Projects were approved and memos were sent to all of the Project initiators.
27 Feb 1996	PIE Meeting: The final draft of the Assessment Catalog Statement was submitted to the Academic Standards Committee. PIE Committee recommended the implementation of a Master Institutional Calendar to facilitate the scheduling of important functions.
28 Feb 1996	Academic Standards Committee approved the Assessment Catalog Statement.

9 Apr 1996	PIE Meeting: Approved additional pilot project for two types of assessment surveys; Freshman and Completer Student Surveys from UCLA's Cooperative Institutional Research Program (CIRP), and College Assessment of Academic Proficiency (CAAP) from ACT.
3 May 1996	Completer Student Survey mailed out to CCC's 69 Graduating students.
5 May 1996	PIE purchased a statistical software package, SPSS, for use in the assessment process.
16 May 1996	PIE Meeting: Committee re-capped the PIE activities and expenditures for 1995-96. Made plans for assessment workshops for Fall 1996: Workshops on assessment to be conducted by an outside consultant on August 20; R. Battee, CCC faculty, to facilitate workshops on classroom assessment techniques on August 23.
17 May 1996	Freshman Student Surveys ordered.
22 May 1996	PIE Fall 1996/Spring 1997 Schedule of Activities drafted.
9 June 1996	R. Battee, faculty, and J. Plett, special projects coordinator, attended American Association for Higher Education (AAHE) assessment conference.
12 June 1996	Reminder letter to graduating students regarding completer survey.
10 July 1996	Twenty responses received from the Completer Student Surveys were submitted to UCLA.
24 July 1996	Began NCA Progress Report; planned Fall Convocation Workshops; made arrangements for workshop consultant, Jeff Seybert.

COLLEGE MISSION

The following philosophy and mission statement for Coconino Community College was adopted by the District Governing Board on April 13, 1995:

Coconino Community College is a public institution of higher education serving primarily the residents of Coconino County. College faculty and staff aspire to challenge students academically, encourage pride in self and heritage, and promote an appreciation for other cultures. The College is dedicated to the ideals of life-long learning by addressing the whole person through its commitment to those who seek to improve their skills, enrich their lives, and enhance their futures. The faculty and staff strive to advance the democratic ideals of equal opportunity for success, individual worth, and informed responsible citizenship.

The mission of Coconino Community College is to promote student success through comprehensive learning opportunities for its community.

The College is fiscally accountable for its educational programs and support services. As a degree-granting institution, the College assesses its programs, services, and student academic achievement for the purpose of continuous improvement and to guide strategic planning and decision-making. To accomplish its mission, the College provides access to educational opportunities for a diverse student population. The College promotes cultural, intellectual, physical and social development, technical competence, and serves as a resource for community development. As a member of the Arizona State Community College System, Coconino Community College accepts the mandate to offer the following:

- Transfer Education
- Occupational Education
- General Education
- Continuing Education
- Developmental Education
- Student Services
- Cultural and Community Service

STRATEGIC PLAN

Coconino Community College developed a Strategic Plan for 1995-2000, titled "*Challenges for the 21st Century*." The plan contains eight goals with objectives defined for each goal. Since the assessment process aims to measure and improve the effectiveness of CCC in meeting its mission, it is also important that institutional effectiveness and assessment be linked to the College's Strategic Plan. The following statements tie assessment with both the mission areas of the College and the Strategic Plan (goal numbers refer to the Strategic Plan):

Transfer Education

To maintain quality transfer programs and enhance course transfer efficiency. (goal 3a)

Occupational Education

To provide vocational curricula needed for the work place to compete in a global society. (goal 4b)

General Education

To improve the general education core curriculum to ensure that it promotes analysis, problem solving, communication, and synthesis. (goal 3b)

Continuing Education

To promote CCC credit and credit-free courses and programs. (goals 5b, 6b)

Developmental Education

To develop basic skills curricula and programs needed by academically underprepared students. (goal 1g)

Student Services

To promote student success and satisfaction (including student expectations, needs, interests, and activities) through support services, attention to "at risk" students, and innovative instruction and delivery. (goal 1, 1e)

Cultural and Community Service

To offer cultural activities (visual and performing arts including concerts, exhibitions, and recitals) open to members of the community, and to provide services to the small business community. (goal 6c, 6d)

ASSESSMENT MISSION STATEMENT

The PIE Committee researched CCC's Mission Statement and Strategic Plan to determine the goals for assessment at this College. A small task force was formed to recommend specific reasons for assessment at CCC. The task force identified four general areas for assessment:

- To improve instruction;
- To improve support services;
- To improve administrative functions; and
- To improve cultural and community service.

The PIE Committee wrote the following "one-sentence" statement of purpose reflecting support of the College Mission Statement:

"The assessment process aims to measure and improve the effectiveness of CCC in meeting its mission."

The statement was published in the March 1996 issue of the *As a Matter of Fact* Assessment Info-letter to communicate the purpose of assessment at CCC to staff and faculty.

CATALOG STATEMENT

The PIE Committee noted that the *CCC Catalog* should have a statement regarding assessment for student awareness. The Committee researched sample statements from various institutions throughout the country. The following final draft was developed and approved in February 1996 for publication in the *1996-97 CCC Catalog*:

Coconino Community College is committed to its mission to promote student success through comprehensive learning opportunities. Assessment is the ongoing process of analyzing and evaluating CCC's functions and activities. Information gathered enables the College to understand its effectiveness and improve its educational offerings and services.

Assessment and institutional effectiveness activities at CCC emphasize feedback on teaching and learning. The information is used to plan and improve instruction, support services, administrative functions, and cultural and community support.

Students and community members at large are asked to participate in assessment activities which may include, but are not limited to, examination, performance assessments, surveys, focus groups, interviews, and follow-up studies. Participation in these activities is appreciated and valued by members of the College community.

ASSESSMENT TERMS

The PIE Committee recognized the need for institutional awareness of assessment terminology as it pertained to CCC. Careful research was done by members of the Committee to ensure that the definitions would be representative of the assessment philosophy of CCC. The following list of terms was developed and agreed upon by the Committee:

New Student: Student enrolled for first time at CCC.

New to Higher Education (also called first-time, first-year student): Entering student who has not previously attended any college or university credit classes.

Continuing Student: Student enrolled at CCC who was also enrolled the previous (Fall/Spring) semester.

Returning Student: Student enrolled at CCC after an absence of one or more semesters.

Full-Time Student: A student enrolled for twelve or more credit hours in a semester, as of the 45th day of the semester.

Part-Time Student: A student enrolled for less than twelve credit hours in a semester, as of the 45th day of the semester.

Graduate: CCC student who earned either a Basic/Advanced/Technical certificate or an Associate degree by meeting the appropriate requirements and filing a graduation application with the College.

Transfer Student: (1) Student entering CCC for the first time but known to have previously attended another post-secondary institution (transfer in); (2) CCC student who continues their education at another post-secondary institution (transfer out).

Program Intent: Major, or course of study, designated by the student when enrolling at CCC.

Retention: Completion of a course by a student.

Persistence: Continuing enrollment in subsequent semester(s) by a student.

Stop Out: CCC student with less than a three year gap in enrollment.

Drop Out: CCC student who has not enrolled for three or more years.

College-Level Basic Skills: Skill levels (reading writing, computation, study skills) sufficient for students to be successful in college-level courses (i.e. College Composition I, College Algebra)

Developmental Courses: Courses intended to raise the student's skill levels in English writing and reading and/or math to college-level; includes the following CCC courses: ENG 060, ENG 029, ENG 030, ENG 031, MAT 055, MAT 087.

PROFESSIONAL DEVELOPMENT

Coconino Community College recognizes the importance of offering and attending workshops and conferences related to assessment to expand the awareness and knowledge for faculty, administration, and staff. PIE continues to sponsor such opportunities. PIE also provides resources for staff and faculty, and communicates assessment issues through College newsletters.

Workshops

Assessment Retreat - The PIE Committee sponsored a retreat in February 1996 to address how the College would design a guideline for assessment that could suffice for any program or level of the institution. The area of emphasis chosen was general education. Guest participants at the "*Moving Forward with Assessment*" retreat included the Vice President for Educational Services; the Dean for Continuing Education (and Director for the Small Business Development Center); and chairpersons of the Academic Standards Committee and the Curriculum Committee. Participating PIE members included full-time faculty, associate faculty, a representative from student services, other college staff, and a student. The workshop was led by the PIE co-chairs and the special projects coordinator.

Operating on the assumption that students completing the Transfer General Education Core Curriculum (TGECC) had obtained the skills needed to be successful in college, the retreat participants created the *Guideline for Assessment Form*. This guideline is designed to serve as a foundation model for future assessment practices at the College. The participants also made recommendations for procedural changes regarding general education, which were implemented without delay.

Qualitative Evaluation Workshop - The initiators of many pilot project proposals asked about research design methods. This prompted the PIE Committee to sponsor an assessment workshop that focused on qualitative evaluation. It is important to note that a full-time faculty member who was not a member of PIE, was instrumental in organizing and coordinating the workshop. The workshop was conducted in two sessions - the first was directed by the CCC coordinating faculty member, and the second by an outside expert in this field. The sessions were attended by faculty and staff alike, with some representation from the College Leadership Team. The workshop proved effective in enhancing the resources available to the pilot project leaders, as well as other CCC employees involved in assessment practices.

Fall 1996 Workshops - Workshops for the 1996-97 academic year began with some excellent opportunities the week before Fall classes. On August 20, 1996 Jeff Seybert, Director of Institutional Research at Johnson County Community College in Overland Park, Kansas, conducted two workshops. The first workshop on "*Community College Assessment Strategies*" was given in both the morning and afternoon so that College administrators, faculty, and staff could attend. Later that afternoon he conducted a

session on "*General Education Assessment*". On August 23, 1996 Ray Battee, CCC Faculty, conducted two sessions of a workshop on classroom assessment titled "*Keeping the Cobwebs Out of the Classroom*."

Future Workshops - Workshops on assessment and teaching effectiveness will be offered to faculty, administrators, and staff at the College during the Fall and Spring semesters. A PIE member will coordinate the workshops. Approximately three workshops will be offered each semester on various topics. Workshops will be conducted by both internal (CCC) personnel and external consultants. Attendance by associate faculty will be encouraged. Suggested topics for future workshops include: Effective Course Syllabus, Writing Good Exams, Reaching the Diverse Student, and Program Level Assessment.

The effectiveness of CCC hosted workshops will be evaluated by reviewing participation, gathering feedback on usefulness of the information presented, etc.

Resources

Funds were allocated to increase the availability of assessment reference materials, which are located in the Learning Enhancement Center (LEC). Appendix B contains a listing of the PIE Resource Library. During the 1995-96 academic year, numerous materials were acquired. Careful attention was given to keep a balance between course, program and mission level assessment, and to provide quality materials. The availability of on-campus Internet access has also been critical to accessing current research regarding assessment at community colleges.

Newsletters

The PIE Committee published three issues of the *As a Matter of Fact* Assessment Info-letter during the 1995-96 academic year. Included was information about assessment at CCC, announcements of important assessment activities and meetings, and short articles about various assessment topics. See Appendix C for copies of the Assessment Info-letters.

Conferences

Sponsorship to Conferences - The PIE Committee approved funding for four members to travel to national conferences: The National Center on Postsecondary Teaching, Learning and Assessment (NCTLA) conference on *Turning Results into Improvement Strategies*, The American Association of Higher Education (AAHE) *National Assessment Conference*, and the American Council for the Teaching of Foreign Languages (ACTFL) *Annual Meeting* focusing on *National Standards and the Implications for Education*.

Each member returned with resources and information that were disseminated throughout the College and made available to staff and faculty.

Attendance at Future Conferences - At least one representative of PIE will attend the annual American Association of Higher Education (AAHE) Assessment Conference in June. When possible, PIE will also sponsor attendance at related in-state, regional, and national conferences, and seminars on various assessment topics. CCC representatives attending conferences and seminars will be asked to share the information they learned with the rest of the PIE Committee and the College.

Opportunities for Improvement

Coconino Community College recognizes that assessment of student outcomes is one element of institutional effectiveness. Another significant factor is supporting faculty (both full-time and associate) in improving teaching and learning excellence. Faculty are challenged by the diversity of the students who attend their classes - their demographics, ages, learning styles, and levels of preparation for college. A need for effective tools and teaching methods has been expressed.

Future workshops sponsored by the PIE Committee and CCC's Professional Development Committee may include concepts, methods and tools that faculty can use in teaching their classes. Resources purchased by the PIE Committee will include related references (books, journals, videos, etc.).

During Fall 1996, a survey will be sent to other community colleges inquiring if they have a Center for Teaching Effectiveness. Information will be requested about the structure of such centers, their funding, their staffing, services offered by the centers, and recommended resources. A report will be presented to the College summarizing the findings. It is expected that a proposal will be submitted to the College Leadership Team and Budget Committee advocating that a teaching effectiveness concept be developed at CCC.

MISSION LEVEL INDICATORS

The purpose of assessment at Coconino Community College is to enhance student development opportunities (*CCC Assessment Plan*) by improving teaching and learning and the delivery of services to students. Mission Level assessment addresses the following questions:

Is the mission of the college being met?
Is the institution effective?

Who are our students?
Why are they here?
Are they achieving their educational goals?
Are they successful (after they leave)?

Are our programs meeting students' needs?

Coconino Community College has identified the mission level indicators of institutional effectiveness related to access, student profile, student achievement and advancement, transfer education, general education, occupational education, continuing education, developmental education, student services, and community services. Each area described includes the mission area, the assessment question(s) of interest, and indicators or measures. Data collected to date represents initial benchmarks for future comparison and analysis (including review for trends).

Access:

Question:

Are the students attending the institution from the primary service area?

Indicators:

Percent residents of service area
Percent residents of rest of state
Percent residents of rest of nation
Percent international students

Description:

Coconino Community College's primary service area is Coconino County. Since this is a rural area, there is concern about whether CCC students are residents from the County, the rest of the state of Arizona, elsewhere in the United States, or attending as international students. CCC offers classes in Flagstaff, Page, Grand Canyon, Williams, and at Northern Arizona University (NAU). In this and other data analysis, the NAU/CCC students are excluded since they represent a special group of students who are indirectly accessing the College.

Data Collected:

Residency of CCC Students (excluding NAU/CCC students):

	Fall 1995	
Coconino County	2,273	83%
Other Arizona	334	12%
Other USA	127	5%
Foreign	4	0%

Access:

Question:

Are residents from the various communities within the primary service area participating in the institution?

Indicators:

Comparison of County population distribution versus students' cities of residence

Description:

Coconino Community College's primary service area is Coconino County. Since this is a rural area and the main location of CCC classes is Flagstaff (largest city in the County), there is concern about whether CCC students are residents of communities throughout the County.

Data Collected:

Residency of Coconino County CCC Students (excluding NAU/CCC students):

	Coconino County		Coconino Comm. Coll.	
	1990 Census Population		Fall 1995 Enrollment	
Flagstaff	45,857	47%	1,920	84%
Page	6,598	7%	192	8%
Williams	2,532	3%	55	2%
Grand Canyon	1,499	2%	34	1%
Tuba City	7,323	8%	17	1%
Kaibeto	641	1%	16	1%
Sedona	2,384	2%	12	1%
Other Coconino County	29,757	31%	27	1%

1990 Census figures from Arizona Department of Economic Security.

Access:

Question:

Do the students attending the institution reflect the diversity of the service area?

Indicators:

Compare County demographics versus Student Profile (gender, ethnicity, age)

Description:

Coconino Community College's primary service area is Coconino County. There is concern about whether CCC students reflect the diversity of the County residents and not just particular subsets of the population. It is expected that CCC

students may reflect the demographics of Flagstaff more than that of the entire County since the main location of CCC classes is Flagstaff and the County is predominantly rural.

Data Collected:

Access / Demographics Comparison

Coconino Community College has its main campus location in Flagstaff, and offers classes in extension sites throughout Coconino County, including Page, Grand Canyon Village, and Williams.

One indicator of institutional effectiveness is access of College courses by residents in the primary service area.

	Coconino County 1990 Census Population 96,591		Flagstaff City 1990 Census Population 45,857		Coconino Comm. Coll. Fall 1995 Enrollment 2,738	
<u>Gender</u>						
Female	48,477	50%	23,021	50%	1,627	59%
Male	48,114	50%	22,836	50%	1,111	41%
<u>Age</u>						
Under 20	35,131	36%	15,275	33%	491	18%
20-24	10,982	11%	8,126	18%	925	34%
25-29	8,149	8%	4,114	9%	339	12%
30-39	16,398	17%	7,454	16%	498	18%
40-49	11,275	12%	5,325	12%	336	12%
50-59	6,514	7%	2,619	6%	105	4%
60 or over	8,124	8%	2,944	6%	34	1%
Avg. Age	26		25		29	
<u>Ethnicity</u>						
White	57,170	59%	33,368	73%	1,965	72%
Native Am.	27,661	29%	3,838	8%	414	15%
Hispanic	9,768	10%	7,103	15%	265	10%
Black	1,180	1%	974	2%	26	1%
Asian	698	1%	523	1%	50	2%
Other	114	0%	51	0%	18	1%

1990 Census figures from Arizona Department of Economic Security.

Coconino Community College enrollment figures do not include NAU/CCC students.

Access / Student Profile:

Question:

Who are our students?

Indicators:

Educational intent of the students by term

Credit load of the students by term

Description:

Coconino Community College needs to know why students are attending our institution, and the amount of participation by the students.

Data Collected:

Majors of CCC Students (excluding NAU/CCC students):

	Fall 1995
General Studies - AA	248
Pre-Nursing - AS	185
Pre-Education - AA	131
Business Administration- AA	90
Computer Information Systems - AA	58
Pre-Engineering - AS	46
Accounting - AAS	45
Pre-Science - AS	42
Criminal Justice - AS	31
Fire Science - AAS	27
Pre-Medical - AS	20
General Business - AAS	19
Clerical - Certif.	15
Legal Secretary - Certif.	15
Computer Software - Certif.	13
Construction Technology - Certif.	13
Small Business Management - AAS	12
Medical Transcription - Certif.	11
Office Information Systems - AAS	11
General Studies - AGS	10
Pre-Forestry - AS	10
Accounting - Certif.	8
Computer Aided Design - Certif.	8
Drafting - Certif.	8
Desktop Publication - Certif.	6
Hotel / Restaurant Management - AAS	6
Marketing Management Fund. - AAS	6
General Business - Certif.	3
Basic Accounting Tech. - Certif.	2

General Finance - AAS	2
Office Information Systems - Certif.	2
Small Business - Certif.	2
Fire Science - Certif.	1
Real Estate - Certif.	1
Uncertain	670
No Major	1,010

Credit Load of CCC Students (excluding NAU/CCC students):

	Fall 1995
1 hour	94
2 hours	173
3 hours	707
4 hours	341
5 hours	128
6 hours	306
7 hours	203
8 hours	70
9 hours	150
10 hours	82
11 hours	46
12 hours	160
13 hours	163
14 hours	59
15 hours	24
16 hours	22
17 hours	8
18 hours	3

Access / Student Profile:

Question:

What is the progress of our students at CCC?

Indicators:

Compare 10th or 15th day enrollment to completion of class (retention)

Compare census day enrollment to completion of class (retention)

Compute number of students who complete 12 hours at CCC

Compute time to complete 12 hours at CCC

Compute number of students who complete English / math / general education courses

Description:

CCC needs to know whether its students are progressing in their studies. Progress includes retention (completion of classes).

Data Collected:

Sample Retention Information (data reported for all sections of class):

Fall 1995	10th Day	FTSE Day	Completers	Completers % of 10th Day	Completers % of FTSE Day
BIO100	83	82	79	95.2%	96.3%
BIO201	39	38	33	84.6%	86.8%
CHM130	29	28	28	96.6%	100%
MAT087	169	173	164	97.0%	94.8%
MAT151	179	166	167	93.3%	100.6%
NUR200	38	37	35	92.1%	94.6%

FTSE = Full-Time Student Equivalent; FTSE Day is census day for reporting

Student Achievement:

Question:

Are CCC students completing their programs?

Indicators:

Longitudinal data of number of graduates, types of degrees/certificates (graduates)

Compute time to degree/certificate; compute credit hours to degree/certificate (graduates)

Description:

CC needs to know whether its students who intend to earn associate degrees or certificates are accomplishing their educational goals. Completers include graduates of degree and certificate programs.

Data Collected:

CCC Graduates:

	1992-93	1993-94	1994-95	1995-96
Associate of General Studies	1	1	2	5
Associate of Arts - General Studies	1	4	13	20
Associate of Arts - Business Admin.			2	6
Associate of Arts - Computer Info. Sys.			1	1
Associate of Arts - Pre-Education		1	2	5
Associate of Science - Admin. of Justice				1
Associate of Science - Pre-Nursing		2	3	1
Associate of Science - Pre-Science				1
Associate of Applied Sci. - Accounting			3	
Associate of Applied Sci. - Fire Science	1	1	2	3
Associate of Applied Sci. - Office Info. Sys.				1
Certificate - Accounting			2	1
Certificate - Business Accounting Tech.			2	
Certificate - Clerical		2	2	14

Certificate - Computer Science				6
Certificate - Construction Tech. (intermed)			1	5
Certificate - Desktop Publishing		2	1	3
Certificate - Fire Science (basic)		1	0	1
Certificate - Fire Science (advanced)		0	1	0
Certificate - General Business			1	
Certificate - Legal Secretary (intermed)			1	2
Certificate - Medical Transcription			2	
Certificate - Office Info. Sys.				1
Total Degrees / Certificates	3	14	41	77

Student Advancement: (Student Right to Know)

Student cohorts:

New to higher education, transfer in, returning student

Part time vs. full time (first semester and intent)

Compute graduates, transfer outs, persisters after:

1st semester, 1st year, 2nd year, 3rd year, 4th year, 5th year, 6th year

Description:

While this information is required for federal reporting, it is also be of interest to the institution.

Data Collection:

Data for Student Right to Know will be collected and reported starting Fall 1997.

Transfer Education:

Question:

Are students continuing their education at other institutions (2-year and 4-year)?

Indicators:

Longitudinal data of number of transfer outs and where

Compare number of requested official transcripts sent to other institutions to number of students who enroll at other institutions

Compute time to transfer; compute credit hours to transfer

Performance after transfer

Description:

Many CCC students continue their studies at other institutions of higher education.

It is of interest to know where former CCC students transfer, including 2-year and 4-year colleges and universities, and in-state and out-of-state institutions. Since CCC does not know which students intend to transfer, based on information while they are attending Coconino Community College, a comparison should be made of those students who request a transcript be sent to another institution and follow-up of whether the student actually enrolled at that institution.

Data Collected:

Transfer Students:

The public universities in Arizona reported the following number of transfer students from CCC. Included in the table are the number of former CCC students who were enrolled at the university that term (new and continuing), and the number of former CCC students who were new to the university that term.

	Fall 1993	Spr 1994	Fall 1994	Spr 1995	Fall 1995	Spr 1996
ASU	n/a	n/a	50 (academic year)		57	62
new			18	8	17	15
NAU	404	496	747	892	1,147	1,236
new	94	34	111	74	149	75
UA	n/a	n/a	44	54	68	n/a
new			13	7	21	

ASU = Arizona State University

NAU = Northern Arizona University

UA = University of Arizona

new = students who started the university that semester

n/a = data not available

Transfer Education:

Question:

Are CCC credits being accepted as expected by other institutions (2-year and 4-year)?

Indicators:

Survey transfer-out students regarding acceptance of CCC credits

Comparison of CCC credits earned and class standing at universities

Description:

Course equivalencies articulated between the community colleges and universities in the state are documented in a *Course Equivalency Guide*. Articulation is of concern to CCC and the other public community colleges in the state of Arizona. Each of the public universities in Arizona accepts credits differently, and information about the acceptance of CCC credits is used to improve advising.

General Education:

Question:

Are students completing the Transfer General Education Core Curriculum (TGECC) at CCC?

Indicators:

Number of students who complete TGECC

Survey transfer-out students regarding acceptance of CCC credits

Description:

Students who do not wish to complete an associate's program at CCC but do intend to transfer to a 4-year university are advised to take the Transfer General Education Core Curriculum. This block of 41 credits is meant to transfer to the

public universities in Arizona and satisfy their lower division liberal studies requirements. CCC is interested in whether students who do not complete an associate's degree are completing the TGECC and are transferring these credits to other institutions.

Occupational Education:

Question:

Are students participating in vocational programs at the institution?

Indicators:

Number of students in CCC programs (compute via key courses)

graduates, transfers, persisters

enrollment vs. completion of key courses

Employment data (need Arizona Department of Economic Security connection)

Employer satisfaction

Description:

Many CCC students take one or more classes to prepare or improve skills needed for the workforce. CCC has advisory councils in several vocational areas to involve business and industry in discussion of needed work skills and knowledge. The progress and success of occupational students is of interest from both the students' and employers' perceptions to ensure that the preparation CCC occupational programs provide is appropriate.

Continuing Education:

Question:

Is the institution being accessed by students seeking lifelong learning?

Indicators:

Number of credit free classes and enrollment

Description:

CCC has offered limited non-credit courses primarily for personal interest students. Since many students attend academic and vocational credit courses for reasons of personal interest, the above indicator for continuing education is limited in focus.

Data Collected:

CCC Non-Credit Courses Offered:

	Fall 1993	Spr 1994	Fall 1994	Spr 1995	Fall 1995	Spr 1996
# Classes	11	10	11	15	8	14
Enrollment	104	182	113	166	102	183

Developmental Education:

Question:

How many students in the institution take advantage of learning assistance?

Indicators:

Number of LEC workshops and attendance

Number of learning assistance sessions and participants

Description:

CCC is accessed by students who need learning assistance to be successful in their courses. The Learning Enhancement Center aims to meet these needs through group workshops and learning assistance sessions.

Developmental Education:

Question:

How many students in the institution need developmental courses?

Indicators:

- Number of students who take placement tests
- Number of students recommended for developmental courses
- Number of students enrolled in developmental courses
- Number of students who complete developmental courses

Description:

CCC, like many community colleges, is accessed by students who are lacking in basic math, and English reading and writing skills. Of interest is how many students are accessing the institution who need to improve their basic skills and whether they complete such developmental courses.

Student Services:

Question:

Types of student services assistance available to students

Indicators:

- Number of students receiving disability assistance
- Number of students participating in single parent/displaced homemaker, tech prep programs
- Number of concurrent high school enrolled students

Description:

Some of the services available to students at CCC have begun through grant programs. CCC needs to evaluate the value of these services (as well as any appropriate legal requirements) in determining whether the services are successful and should be continued.

Student Services:

Question:

Attitudinal information and student satisfaction

Indicators:

- Continuing Student Survey
- Completer Student Survey
- Former Student Survey (transferred?, employed?, CCC educational goals achieved?)

Description:

The types of student surveys to be conducted at CCC will be determined during Fall 1996. Drafts of such surveys will be developed during Fall 1996, and will be piloted during Spring 1997. During Spring 1997 the College will be converting its

Student Information System (see "Data Systems" section). A continuing student survey and a former student survey are being considered to be distributed at the same time transcripts are sent to all students in the College's system during this conversion process. Thereafter, surveys will be conducted during current classes (continuing students), during the graduation process (completers), or as follow-up (former students) on a regular basis, to get feedback on CCC's institutional effectiveness.

Community Services:

Question:

Is the College helping serve the communities within the County service region?

Indicators:

Number of SBDC workshops and enrollment

Number of SBDC consultations and participants (businesses)

Number of contract training courses and enrollment

Description:

Coconino Community College is concerned about being a partner and a resource in the County.

Data Collected:

During the 1995 calendar year, the SBDC conducted 29 seminars with 415 attendees. 331 consultations were held; of these, 145 were pre-ventures and the balance of participants were currently open businesses.

During the 1995-96 fiscal year, 35 contract training workshops were given with 508 people attending.

Opportunities for Improvement

CCC needs to consider how to assess all parts of its mission statement besides the major areas of access, transfer education, occupational education, general education, continuing education, developmental education, student services, and cultural and community service. In particular, the College needs to define concepts for "pride in self and heritage", "appreciation for other cultures", and "democratic ideals of equal opportunity for success, individual worth, and informed responsible citizenship" so that methods can be determined to assess CCC's efforts to "encourage", "promote", and "strive to advance" respectively.

Coconino Community College will begin implementing mission level assessment during the 1996-97 academic year. Much of the implementation depends on development of support data systems (see "Data Systems" section) and query/analysis routines to produce the information identified in the mission level indicators.

Coconino Community College, like many institutions, needs to collect more accurate data about students' educational intentions. At CCC this information is currently requested on the student admissions form but not on the registration form. We know that students' educational intentions change over time. This information needs to be collected at least

once a semester. The current registration forms will be reviewed during Fall 1996 and revised for Fall 1997 to request students' educational goals every semester as part of the registration process. The revision will not be done via pre-printed forms, as experience at other institutions has shown that students are concerned about getting the classes they want or need, and do not always pay attention to educational goal information if pre-printed. CCC advisors and counselors will also be made aware of the importance of accurate student educational intentions so that they may confirm the recorded goals while advising students.

PROGRAM LEVEL REVIEW

This section discusses Program Level assessment at Coconino Community College. A program is "an organized sequence or grouping of courses leading to a defined objective such as a certificate, degree, license, transfer to another institution, job, career, or acquisition of selected knowledge or skills" (*CCC Program Review*). Thus, a program can be considered to be an academic or vocational discipline area (e.g. Nursing), a degree or certificate area (e.g. Associate of Science in Pre-Nursing), the collection of general education core courses, or other combinations including personal interest credit classes.

While CCC recognizes that Program Review is not the same as Program Level Assessment, a discussion of both are included in this chapter since they are related - both evaluate the effectiveness of programs at CCC.

Program Review

The North Central Association evaluation team which visited the College in Fall 1995, recommended that CCC develop a program review procedure. The College agreed and formed a task force to develop a program review document during the Spring 1996 semester. The task force which developed the procedures consisted of two faculty members, one division chair, the institutional researcher, and the curriculum coordinator. The group met weekly.

The task force began by looking at other models from Arizona Western College (AZ), Maricopa Community College District (AZ), Yavapai College (AZ), Columbia College (CA), Mission College (CA), Saddleback Community College District (CA), West Valley College (CA), Arizona State University (AZ), and Northern Arizona University (AZ). After reading each of these documents the group narrowed their focus to West Valley College because of its format and Arizona Western College (AWC) because of its analysis concepts. As the group revised the program review model from West Valley and AWC, ideas from the other schools were also discussed and incorporated.

The Program Review document was completed by the end of Spring 1996 semester (see Appendix A). This document will be circulated for approval by the faculty at the beginning of Fall 1996 semester. Implementation will take place during the 1996-97 academic year.

The primary focus of Program Review, as defined in the document, is institutional improvement within the context of the College Mission and Strategic Plan. Each program area will be reviewed every three years. Program Review at CCC is intended as a critical self-study to systematically review the effectiveness of a program and the achievements of its students.

Program / Discipline Level Assessment

When the PIE Committee endeavored to address the prioritized areas listed in the *Assessment Plan for Student Academic Achievement*, several phases of development ensued. For three months (September- December 1995), the Committee circulated grids and documents in the hope that a model for identifying objectives, timelines and responsibilities would emerge. The process was frustrating and seemingly inefficient; however, it was vital in generating ideas that led to the overall results. Through the process the PIE Committee worked to focus on the important elements of assessment at the College. The final form represents countless hours of research, staff and faculty input; numerous pages of grids; and several sessions of brainstorming (see blank form and accompanying "Explanation of Columns on Guideline for Assessment Form"). The Committee gratefully acknowledges the information provided by the *Black Hawk College Assessment Plan* which served as a foundation for the final product layout.

Program and Discipline level assessment will be developed at CCC during the 1996-97 academic year, and will be implemented at CCC during the 1997-98 academic year. Program level assessment will begin by defining goals and objectives for each program or discipline area, keeping in mind that they should support the College's Mission Statement and Strategic Plan. Academic areas need to consider whether students are learning the intended curriculum, and whether the curriculum is being delivered as defined. Assessment questions will be determined and appropriate indicators and measures identified. Development of program level assessment objectives, questions, and indicators will be the responsibility of the division chairs, discipline coordinators, and the faculty. Responsibility for data collection and information analysis will be delegated as appropriate.

GUIDELINE FOR ASSESSMENT FORM

Mission Area:

Goal:

Objectives	Population	Measures	Collection of Information			Analysis & Evaluation	Reports of Information			Recommendations
			By Whom?	What?	When?		To Whom?	How?	When?	

Explanation of Columns on "Guideline for Assessment Form"

These definitions should assist you in writing an outcomes assessment plan for your program/discipline area:

<u>Column</u>	<u>Description of Activity</u>
Mission	Identify a relevant portion of the college mission statement
Goal	Write a goal statement for your program or discipline that directly relates to the mission and purposes of Coconino Community College.
Objectives	Identify specific student outcomes or objectives related to this goal.
Population	Describe the target population or sample of students.
Measures	Design and/or select assessment measures.
Collection	Develop a plan for gathering the information.
Who	Who is responsible?
What	What information will be gathered?
When	What is the schedule for gathering information?
Analysis	Evaluate results by summarizing information and drawing conclusions about results.
Report	Describe to whom, how and when you will report your conclusions.
Recommend	Create action plans to enhance strengths and address weaknesses.

Pre-Nursing Program

Pre-Nursing Students

In May 1996, the first group of students to complete the pre-nursing component of the nursing baccalaureate offered at Northern Arizona University in articulation with Coconino Community College completed the B.S. degree in nursing. These students completed the pre-nursing prerequisites at CCC in May 1994 and began their NAU studies in June 1994. A pilot project (questionnaire return of 33%) was conducted just prior to their 1996 graduation to assess student success and to elicit qualitative data about their CCC experience, addressing what CCC did well:

- * "Were sensitive to individual needs."
- * "Nursing classes were comparable if not better than NAU."
- * "Good instructors ... 'Self-Pride' program for financial assistance."
- * "Gently ease us in."
- * "Psycho-social aspects well developed."
- * "Excellent foundation for continuing courses taken at NAU."
- * "Increased morale and provided experiences ... that increased my self-esteem."
- * "Pointed me in the right direction and were a very positive role model ... especially caring."
- * "Good advisement and instruction. Always had someone available to help either advise or in the Learning Center. I felt supported."

what CCC could do better:

- * "More clinical skills other than [long term care facility]."
- * "Don't know at the moment."
- * "Basic science classes ... shouldn't be so 'easy' to get an 'A' in these classes especially if did not reflect the student's knowledge."
- * "A weak class but I think it was an instructor issue that was dealt with - so, I guess keep the quality of the prerequisite classes up."

and their career plans:

- * "Work as an RN for a few years then I am going to become a Nurse Practitioner."
- * "I'm joining the military to pursue my nursing career and hope to go to graduate school in 4 years."
- * "Work a few years ... then decide if a practitioner program looks good."
- * "Take a Spanish class for folks in the medical field -- will you be offering one?"
- * "Working... obtaining MSN in NP (Adult Care) work in Home Health and do research."
- * "Try and lead a normal life. Later I hope to go into Home Health."

Student comments were communicated to the appropriate faculty and program administrators when indicated; in all cases of student concern, issues and procedures had already been addressed or amended.

Other curriculum changes and innovations in clinical teaching have been implemented in response to student, faculty (NAU and CCC), agency, and licensure board recommendations and feedback. In May, the CCC and NAU faculty met jointly for two days to further enhance student learning and success through curriculum reorganization, synchronization, and streamlining.

Certified Nursing Assistant Students

Most agencies employing nursing assistants require them to be formally certified (CNA). Coconino Community College receives a periodic report from the testing service administering the certification exam to students who have completed the nursing assistant course. To date, the pass-rate for course-completers that seek certification continues to be 100%.

Coconino Community College is collaborating with the regional medical center in the development of a CNA preceptorship program that will address the students' need for additional clinical experiences prior to certification testing and employment and the medical center's burgeoning need for qualified CNAs.

Pilot projects are underway that will gather success-related data from CNA-students who are now employed, employers of Coconino Community College nursing graduates, pre-nursing students who were admitted as juniors to NAU's program in 1996, and pre-nursing students who were not selected for admission to NAU.

Opportunities for Improvement

The Program Review process is expected to result in "recommendations for improvement" regarding curriculum and other aspects related to the program offerings. Program Review will include an evaluation of the curriculum, syllabi, course outlines, and competency lists. During Program Review, CCC needs to evaluate individual courses and determine if any are appropriate for alternative schedules such as offering courses in a short format (course starts after or ends before the normal semester), weekend format, or summer sessions. Results of all program reviews need to be communicated with the PIE Committee whose primary concern is the improvement of the institution's effectiveness.

GENERAL EDUCATION

Coconino Community College is committed to excellence in general education. The General Education Values Statement demonstrates the College's commitment to providing courses specific to general education and enhancing opportunities for student success:

General education core curriculum courses provide college level skills and expose students to broad areas of knowledge generally expected from an educated person. Such knowledge provides a basis for university study or lifelong education. These courses provide students opportunities to enhance understanding and appreciation of themselves, their culture, the larger society, the history and culture of humankind, the principles of effective communication, and the principles of mathematics, science, and technology.

General education studies give students reading, writing, and quantitative thinking skills, including critical reading and observation, precise writing, reasoning, problem solving, analyzing, and synthesizing, evaluation, critical writing, logical reasoning, and independent thinking.

These courses provide an opportunity for students to integrate knowledge from a variety of sources and perspectives. The General Education Core Curriculum thus enhances the student's ability to communicate effectively, think rationally, and contribute responsibly as an active member of society.

Curriculum at CCC has always been carefully designed with standardized course outlines detailing academic standards and specific course requirements. In Fall 1995, the Curriculum Committee established the requirement that course outlines must contain measurable outcomes. All new and modified course outlines were to meet the requirement. Major components of these outlines must be incorporated into syllabi provided to all students for their courses.

Participation in state-wide articulation task forces ensures uniformity of curricula and aids in the transfer process. All transfer-level courses are evaluated by appropriate departments within the Arizona public universities based on detailed course outlines developed by community college faculty. When accepted for articulation, the course outline constitutes a binding agreement between the community college and the accepting university. The courses are listed in an annual publication, the *Arizona Course Equivalency Guide* (CEG), thus assisting students in their selection of CCC courses for guaranteed transfer.

The General Education Core Curriculum was developed according to guidelines established by the Arizona Board of Regents and the State Board of Directors for Community Colleges of Arizona to facilitate transferability. This process entailed writing criteria for all General Education courses and specific criteria for each of the seven areas.

Subsequent courses added to the General Education course bank and changes to existing General Education courses are reviewed and recommended by a General Education Sub-Committee of the Curriculum Committee.

In 1993, the College published the Transfer General Education Core Curriculum (TGECC), and an update study was made by a sub-committee of the Curriculum Committee during the 1995-96 academic year. The Committee was comprised of two full-time faculty members with release time to coordinate the curriculum revision. Five faculty were involved in the task of revising and writing new curriculum. Special attention was given to integrating new courses and courses existing in the course bank into the general education core curriculum. The project also focused on adding courses to fulfill the requirements for intensive writing/critical inquiry, ethnic/race/gender awareness, and global/international or historical awareness. Although none of the activities was labeled as "assessment," it is proper to note that since its inception CCC has been involved in improving the Transfer General Education Core Curriculum.

At the February 1996 PIE assessment retreat, the PIE Committee provided an arena for debate regarding the language of the General Education Values Statement. This prompted a series of events that contributed to the fine-tuning of assessment procedures regarding the General Education Core Curriculum. At the retreat, participants agreed that the following assumption must be made in order to separate general education from foundation studies:

"The student of courses in the general education core curriculum has obtained the skills needed to be successful."

Upon this agreement, the participants set to the task of adapting the General Education Values Statement to reflect the aforementioned assumption. The 1996-97 catalog and course bank reflect the changes.

Criteria for General Education Courses

Coconino Community College has adopted the following criteria for its general education courses:

General Education Courses must:

1. Be accepted for transfer credit as equivalent course, departmental elective credit, or general elective credit at all three Arizona state universities according to the Course Equivalency Guide for the academic year in which the course was taken.
2. Meet the criteria of the General Education Values Statement.
3. Recognize and accommodate diverse cultural backgrounds and values.
4. Promote intellectual exchange as an essential part of the learning process.

5. Meet the particular TGECC area criteria.

CRITERIA FOR GENERAL EDUCATION COMPOSITION COURSES

Composition courses at Coconino County Community College promote situation-appropriate writing, critical thinking, and analytical reading.

Composition courses:

1. Present, analyze, and synthesize models of discourse.
2. Foster critical thinking as a prerequisite to action.
3. Encourage the use of context-appropriate language.
4. Enhance students' awareness of the importance of precise and appropriate language use in academic as well as non-academic arenas.
5. Emphasize and illuminate the relationship between reading and writing.
6. Advocate the appropriate use of personal and public voice in composition.
7. Encourage writing as a tool for intellectual and self-discovery or as a device for social language.
8. Allow students the opportunity to learn and perfect composition formats and styles.
9. Encourage a life-long commitment to the refinement of communication and language skills.
10. Pursue the above objectives through the following:
 - a. frequent discussions encouraging students to develop skills in critical listening, thinking, and interacting;
 - b. written discourse both in class and out of class;
 - c. at least one presentation;
 - d. writing assignments of increasing difficulty;
 - e. instructor-evaluated compositions of lengths commensurate with the objectives of individual courses;
 - f. papers revised according to instructor comments and suggestions;
11. Enroll no more than 25 students per section.

These courses require that students question, analyze, criticize, synthesize, and think and write critically about contemporary and classical issues.

CRITERIA FOR GENERAL EDUCATION MATHEMATICS COURSES

Mathematics courses at Coconino County Community College are concerned with developing essential skills in mathematics and an appreciation of the usefulness of mathematics in a variety of discipline areas.

Mathematics courses:

1. Develop, analyze, and evaluate systems of equations including:
 - a. linear
 - b. non-linear
 - c. inequalities
2. Explore elementary operations with matrices.
3. Analyze the following types of functions and their properties:
 - a. quadratic and higher order
 - b. exponential and logarithmic
 - c. inverse
4. Employ the concepts of mathematical modeling to a variety of application problems.
5. Examine sequences and series.
6. Develop critical thinking skills through situational analysis and problem solving.
7. Promote the understanding of probability and the limitation of deductive and inductive reasoning.
8. Include the above criteria or require College Algebra as a prerequisite.

These courses encourage students to become mathematically literate by enabling them to quantitatively compare, analyze, and model situations encountered in the "real world."

CRITERIA FOR GENERAL EDUCATION ARTS AND HUMANITIES COURSES

Arts and Humanities courses at Coconino County Community College are concerned with ideas, values, and creations across a broad range of cultural and historical backgrounds.

Arts and Humanities courses:

1. Examine cultural contributions of humanity.
2. Explore philosophies and values which influenced those creations.
3. Cultivate intellectual curiosity and a desire for the pursuit of knowledge.
4. Analyze and evaluate significant trends from various cultures and epochs.
5. Develop understanding and a sensitivity to cultural and historical contexts.
6. Emphasize one or more of the following:
 - a. the cultural heritage and ethnic and racial minorities;
 - b. concern with moral, aesthetic, and spiritual values;
 - c. the role of women in arts or humanities;
 - d. skills of critical thinking, analysis, and communication of ideas.

These courses encourage students to explore, question, compare, and analyze moral, aesthetic, spiritual, and cultural ideas and works.

CRITERIA FOR GENERAL EDUCATION SOCIAL AND BEHAVIORAL SCIENCE COURSES

Social and behavioral science courses at Coconino County Community College are concerned with human interactions in historical, political, social, or psychological contexts.

Social and behavioral science courses:

1. Examine methods of inquiry, theories, and interpretations which guide research in specific disciplines.
2. Explore cultural, social, historical, geographical, economic, and environmental issues which provide a basis for informed citizenry.
3. Cultivate intellectual curiosity and a desire for pursuit of knowledge.
4. Analyze and evaluate significant issues of universal human concern.
5. Develop understanding and a sensitivity to the human condition in cultural and historical contexts.
6. Develop critical thinking.
7. Emphasize one or more of the following:
 - a. cultural heritage of ethnic and racial minorities;
 - b. issues of moral, intellectual, political, social, or psychological significance;
 - c. roles of women in social and behavioral sciences;
 - d. skills of communicating ideas.

These courses encourage students to investigate, question, analyze and compare the significant representative theories, interpretations, and perspectives of each discipline.

CRITERIA FOR GENERAL EDUCATION PHYSICAL AND BIOLOGICAL SCIENCE COURSES

Physical and biological science courses at Coconino County Community College are concerned with developing knowledge and questioning attitude in students through the study of natural sciences, interactions within natural sciences, and methods of inquiry.

Physical and biological science courses:

1. Examine methods of inquiry, theories, and interpretations of principles and concepts within a discipline and their relationships to other disciplines.
2. Use scientific methods to explore and analyze these principles and concepts and the development of scientific knowledge.

3. Cultivate intellectual curiosity and a desire for pursuit of knowledge.
4. Analyze and evaluate significant issues of science in relation to society and become aware of the scope and limitations of current theories.
5. Develop understanding of and a sensitivity to the benefits, risks and costs of scientific inquiry.
6. Develop critical thinking skills through laboratory work and/or field trips requiring written reports and other presentations emphasizing observation, analysis and conclusions.
7. Illustrate the usefulness of mathematics in describing and quantifying principles and concepts.

These courses encourage students to investigate, question, analyze, and compare scientific principles and theories and become more scientifically literate on societal issues.

CRITERIA FOR INTENSIVE WRITING AND CRITICAL INQUIRY COURSES

The intensive writing and critical inquiry courses:

1. Require ENG 101 as a prerequisite and ENG 102 as a prerequisite or corequisite.
2. Emphasize the gathering, interpretation, and evaluation of evidence.
3. Develop skills in analyzing and synthesizing information.
4. Provide an environment which values factual and rational interchange.
5. Encourage awareness of faulty reasoning.
6. Foster flexible and creative thinking.
7. Enroll no more than 25 students per section.
8. Require successful completion of the writing component to pass the class.
9. Pursue the above objectives through the following:
 - a. frequent discussions encouraging students to develop skills in critical listening, thinking, and interacting;
 - b. written discourse both in class and out of class;
 - c. at least one presentation;
 - d. writing assignments of increasing difficulty;
 - e. a minimum of 2500 instructor-evaluated written words, including at least one paper of 1500 words, with two or more additional papers totaling at least 1500 words;
 - f. at least one paper revised according to instructor comments and suggestions.

CRITERIA FOR ETHNIC/RACE/GENDER AWARENESS AREA COURSES

Ethnic, race, and gender awareness courses:

1. Foster an atmosphere in which relations between disparate groups may be improved.
2. Develop an understanding of the significant contributions of minorities.
3. Present aspects of the social, economic, political, or psychological relations between and among ethnic, race or gender groups.
4. Analyze traditional views concerning gender and /or minorities.
5. Explore changing perspectives about gender and/or minorities.
6. Encourage curiosity about and empathy for cultural and gender differences.
7. Promote critical thinking.

CRITERIA FOR GLOBAL AND INTERNATIONAL AWARENESS COURSES

Global and International courses:

1. Develop curiosity about and empathy for cultural diversity and global issues.
2. Incorporate subject matter within the Twentieth Century.
3. Promote critical thinking skills.
4. Emphasize one or more the following:
 - a. awareness of the interdependence of societies in the world;
 - b. understanding of a variety of cultures,
 - c. study of a region or country outside the United States.

CRITERIA FOR HISTORICAL AWARENESS COURSES

Historical Awareness courses:

1. Focus on historical sequence to show the interconnectedness of ideas/events/themes/theories.
2. Explore a period of human history through the study of values, cultures, politics, or other aspects of culture.
3. Cultivate curiosity concerning human and social behavior.
4. Promote critical thinking.

Implementation

The objectives for assessment of general education at CCC are identified in the General Education Values Statement. The CCC Assessment Plan established the priority that intended outcomes for general education should be researched and adopted into the assessment plan before other areas.

The February 1996 assessment retreat served as the brainstorming session for producing the *Guideline for Assessment Form*. Participants broke into groups and determined areas of priority for general education, departmental responsibility and timelines. Then the

groups joined together to reach consensus on how the guideline should be written. The result was an acceptable guideline that will serve as a baseline for determining the assessment of other academic areas in the College, whether they be at the mission, program, or course level.

The PIE Committee started investigating specific tools for assessing the effectiveness of the General Education Curriculum. Since general education courses are taken by both academic and vocational students, assessment activities logically should begin in this area. It is hoped that the assessment methods developed for general education will also serve as a model for other areas.

A pilot project for the 1996-97 academic year was proposed to evaluate critical thinking skills using the ACT/CAAP (College Assessment of Academic Proficiency) modules. Colleagues suggest that in giving the CAAP, care should be given as to the mix of students that will be involved: day/night students, vocational/academic students, Flagstaff/Page students, etc. Consideration must be given as to the levels of preparation of the students. For example, if giving the CAAP to selected English and math students, are these students likely to have achieved college-level skills in areas including critical thinking? What other courses are intended to teach or expand students' critical thinking skills? Should the CAAP be given to samples of these students?

Other community colleges have found the CAAP information useful, but do not necessarily give the critical thinking modules on a regular basis. One institution was unable to measure value added, thus the concept of using the instrument as a pre- and post-test did not work. They also found that their students placed in the range of the national norms. This was helpful knowledge since the students at the institution typically scored low on their placement exams. The CAAP indicated that the students at this institution, though, were not deficient in critical thinking skills.

At the beginning of Fall 1996 it was realized that it is too soon to implement the CAAP exam at CCC. First the general education courses will be reviewed and specific outcomes identified. Then measurement instruments, including the CAAP exam, will be evaluated by faculty for appropriateness.

COCONINO COMMUNITY COLLEGE GUIDELINE FOR ASSESSMENT FORM

Mission Area: General Education

Goal: To improve the General Education Core Curriculum to ensure that the curriculum promotes analysis, problem solving, communication and synthesis.

Objectives	Population	Measures	Collection of Information			Analysis & Evaluation	Reports of Information			Recommendations
			By Whom?	What?	When?		To Whom?	How?	When?	
Determine how each course addresses GenEd values and specific criteria	All GenEd courses	Course outlines Syllabus Curriculum dev. Peer eval.	Curriculum Committee Faculty	Verify that course outlines correspond with GenEd Values Statement and specific criteria	Yearly	Review response from Curriculum Committee Review articulation	V.P. for Educational Services Faculty	Written and verbal report	When received	Used in curriculum review
Determine success of reading, writing and math objectives	All students enrolled in GenEd courses	Classroom evaluations and grades	Faculty	Verify that students meet reading, writing and math requirements	Periodically throughout each course	Grading of exams and assignments	Faculty and V.P. for Educational Services	Grade books and grade rosters, verbal report	Yearly	Used in placement and advising process
Demonstrate that students completing GenEd program possess depth of knowledge as prescribed in GenEd Values Statement	All students who complete the GECC	Assignment/grades Exit examination Success in transfer and employment	Faculty Office of Instruction	Perform written examination (such as CAAP)	Yearly as needed depending on # of students (to have valid sample)	Review pass rate	Faculty and V.P. for Educational Services	Verbal and/or written communication	As soon as received	Used in curriculum and program review
Determine graduate and transfer student perception of preparation	All graduates and transfer GenEd students	Alumni surveys	Office of Instruction	Send surveys to graduates and transfer GenEd students	6 months to 1 year following leave of institution	Review responses from surveys	Faculty and V.P. for Educational Services	Circulate survey responses	When received	Used in curriculum review

Completer Survey

Another pilot project that is not directly related to general education, but will offer important attitudinal data regarding the curriculum is the *College Student Survey*. This survey is produced by the Higher Education Research Institute at UCLA's Cooperative Institutional Research Program (CIRP) and was recommended for its reliability and method of compilation. Participation in the CIRP program is a low-cost and efficient way for CCC to gather attitudinal data and correlate the results with institutions throughout the nation. Implementation of the *College Student Survey* as an attitudinal research tool began with the graduating class of 1995-96.

The PIE Committee began implementation of the *College Student Survey* in May 1996. Surveys were distributed to all CCC graduates of the 1995-96 academic year. Information gained from the results in this survey will serve as a baseline for longitudinal student data collected in the future.

Freshman Survey

The PIE Committee approved the conducting of the CIRP Freshman Survey in the Fall 1996 semester. The survey will be distributed to 400 new CCC students.

Opportunities for Improvement

Coconino Community College needs to examine how and when it will implement the CAAP before conducting a pilot project in Spring 1997. Issues to be addressed include: which classes to assess, whether to attempt to measure value added through a pre- and post-test concept, obtaining consent for conducting the instrument from faculty, and knowing what data will be available from the test company.

CLASSROOM LEVEL ASSESSMENT

Many of the faculty at Coconino Community College conduct classroom level assessment as a routine part of their teaching. A resource manual, *Tools, Techniques, and Strategies for Assessing Student Success In the Classroom*, was compiled and distributed to faculty at the beginning of the Fall 1996 semester.

This manual evolved from a faculty survey of assessment practices (n=35; January 1995) that documented a compilation of approaches to assessment currently being use and many additional ideas and strategies yet to be implemented. At the time of the study, more than half of the faculty begin their courses with assessment tools that are used to create student learning teams, plan teaching strategies, structure learning experiences, evaluate placement testing, and to identify student goals. Ninety-four percent of the faculty responders assess student success during the semester via quizzes and testing, anonymous verbal or written feedback, written assignments, and creative work to identify students and content areas requiring alternative teaching strategies, to promote student retention, and to assess student progress and faculty effectiveness. End-of-semester data document student mastery levels and competencies, assist with computing final course grades, provide students with synthesis and closure, and assist with course planning and revisions for the next semester. Nineteen percent of the faculty continue to follow their former students' success in subsequent study at the College, in employment, and as they transfer to other schools.

Following that survey, faculty were asked to submit examples of their assessment tools and descriptions of their classroom assessment strategies; the material submitted forms the backbone of the resource manual, *Tools, Techniques, and Strategies for Assessing Student Success in the Classroom* (1996). The manual is intended to be a comprehensive archive and living resource through ongoing faculty submissions of updates and new assessment materials, strategies, and ideas.

DATA SYSTEMS

Coconino Community College recognizes that multiple data systems are required to support grants, reporting, assessment, and institutional research requirements adequately. Data systems need to include information on students, their demographics, educational intent, the classes they take, and the grades they earn. Data systems also need to include information about CCC's courses, course enrollments, etc. Both snapshot and longitudinal information are needed for various data requests.

Multiple data systems are needed to address CCC's needs regarding grants, report requirements, assessment and institutional research. These data systems include the Student Information System (SIS), Full-Time Student Equivalent (FTSE) source data, snapshot data, statewide student data, transfer student data, and a student tracking system.

Student Information System

The Student Information System (SIS) contains the registration data for all CCC students attending credit courses. Data is captured from the SIS system for various reporting requirements including census day statistics, federal and state reports, and limited queries.

The current SIS system at CCC was written in the Progress 4th Generation Language. The SIS system is dynamic and although daily backups are made, data has not been extracted at any points in time during the semester or year. The source data for census day of each semester is only kept in paper form.

Coconino Community College will transition from the current Progress SIS to the Student Module of Banner and intends to start early registration for Fall 1997 on the new system. Therefore, development of the Progress SIS is limited to necessary corrections and interfaces. Programs to support queries and reports are limited to those already developed, necessary corrections, and required additions for federal and state reporting requirements. Alternate data systems have been identified and are being pursued to accommodate the institution's current and future needs regarding grants, report requirements, assessment and institutional research. These additional data systems will be supported by data extracted from the current Progress SIS system and the future Student Banner system.

The following tasks have been identified for the current Progress SIS system in 1996:

- Develop interface to extract data for the student tracking system
- Develop interface to extract snapshot student data
- Develop interface to extract student data for the Arizona Statewide Student Information System
- Review query and report programs for accuracy in generating data for federal and state requirements

- Correct GPA calculations, including determining academic probation and suspension
- Correct FTSE by site calculations

Full-Time Student Equivalent (FTSE) Source Data

Coconino Community College's official reporting date of student enrollment information is the 45th day of the Fall and Spring semesters. CCC's FTSE Source data has been generated and saved in paper form from the Progress SIS. This information is referenced for course level requests, but accessing paper documents is inefficient. This data needs to be available in an electronic database that can be accessed effectively for various queries and report needs.

In 1996 the FTSE source data for the past (since the College began in Fall 1991) was entered into dBASE files by semester (fall, spring, summer). Future FTSE source data will be input as the information is generated.

The dBASE files for the FTSE Source data includes the following elements:

- Term, Year
- Prefix & Course Number
- Sequence Number
- Credits of the course
- Enrollment as of FTSE Census Day
- Capacity of the course section

The FTSE Source data files can be queried using the dBASE language. Examples of queries include:

- Number of students enrolled by course or duplicated count for multiple courses
- Student credit hours by course or for multiple courses
(Student credit hours are computed by multiplying course enrollment by number of credits of the course)
- Capacity by course, or duplicated count for multiple courses
- Counts by type of course (e.g. all ACC courses)
- Counts by location using course sequence numbers
- Comparison of enrollment to capacity

Snapshot Student Data

The FTSE Source data is only at the course level, and the FTSE Source Database described above does not include information about the individual students enrolled in the courses. Databases are also needed which contain a snapshot of student data at determined points during the semesters (e.g. first day of classes, 10th day of classes, FTSE census day, and after final grades).

The elements for the Snapshot Student Data were identified in Summer 1996. A Progress consultant will develop an interface program in Fall 1996 to extract the information from the SIS and generate an ASCII file. That file will then be imported into dBASE files by semester and point of time within the semester. Data for "final day" will be generated for past semesters since the College began in Fall 1991. After the interface program is available (planned use to begin in Fall 1996), data will be generated for FTSE census day, final day, and other points in time during the future semesters, as needed to support CCC information requests

The dBASE files for the Snapshot Student Data will include the following elements:

- Student Identification Number
- Student Gender
- Student Ethnicity
- Student Age
- Student Educational Intent
- Term, Year

for each course registered:

- Prefix & Course Number
- Sequence Number
- Credits of the course
- Status (withdrew, currently enrolled, grade)

The Snapshot Student Data files can be queried using the dBASE language. Examples of queries include:

- Number of students enrolled (unduplicated)
- Numbers of students by demographic information (gender, ethnicity, age)
- Numbers of students by educational intent (major, degree/certificate seeking)
- Credit load by student or average load for multiple students

Snapshot Course Data

The snapshot of student data described above contains information about which courses a student takes. Additional course information is needed for course analyses. Since course information is only needed once per course section (not for each student), it is more efficient to save this information in a separate database than with the Snapshot Student Data. This Snapshot Course Data will be extracted at the same determined points during the semesters as the Snapshot Student Data (e.g. first day of classes, 10th day of classes, FTSE census day, and final grades).

The elements for the Snapshot Course Data were identified in Summer 1996. A Progress consultant will develop an interface program in Fall 1996 to extract the information from the SIS and generate an ASCII file. That file will then be imported into dBASE files by

semester and point of time within the semester. Data for "final day" will be generated for past semesters since the College began in Fall 1991. After the interface program is available (planned use to begin in Fall 1996), data will be generated for FTSE census day, final day, and other times during future semesters as needed to support CCC information requests.

The dBASE files for the Snapshot Course Data will include the following elements:

- Term, Year
- Prefix & Course Number
- Sequence Number
- Credits of the course
- Lecture/lab load hours of the course
- Tags indicating vocational, developmental, short courses
- Instructor
- Location of the course
- Start/End date of the course

The Snapshot Course Data files can be queried using the dBASE language. Examples of queries include:

- Number of courses by site
- Number of vocational, developmental, short courses and their enrollments
- Lecture/lab load by instructor

Statewide Student Data

The various community colleges in Arizona contribute data to a Statewide Student Information System. It is anticipated that this statewide database will be used to track transfers to other Arizona public community colleges, and to coordinate identification of transfers to the Arizona public universities (meeting federal reporting requirements and providing information to the College on transfers to in-state public institutions). The data from the individual community college is also useful for internal analysis since it gives information on students for a whole academic year.

Coconino Community College has not contributed data to the statewide system since 1992, and owes data files from the 1992-93, 1993-94, 1994-95, and 1995-96 academic years. The revisions needed to update the programs to use the proper format for generating the Statewide Student Data files were identified in Summer 1996. A Progress consultant will modify the programs in Fall 1996. The data will then be submitted to the statewide system. This data will also be imported into dBASE files by academic year for internal use at CCC.

The files for the Statewide Student Data contain one record per student who enrolled any semester during the academic year. It includes elements regarding the general student information (student identification, demographics, educational intent), and information

about the fall, spring, and summer semesters (credits attempted, credits completed, term GPA).

The dBASE version of the Statewide Student Data files can be queried using the dBASE language. Examples of queries include:

- Number of students enrolled during the academic year (unduplicated)
- Comparison of credits completed versus credits attempted

Transfer Student Data

The Arizona public universities (Arizona State University (ASU); Northern Arizona University (NAU), and University of Arizona (UA)) provide feedback data on students they determine have transferred from Coconino Community College. This data is provided in electronic form and can be imported into dBASE files.

In 1996 the Transfer Student Data was imported into dBASE files by semester as provided by the Arizona public universities.

The dBASE files for the Transfer Student Data includes the following elements:

- Student identification
 - Student demographics
 - Student educational intent at the university
- for each course registered:
- Prefix & Course Number
 - Status (grade)

The Transfer Student Data files can be queried using the dBASE language. Examples of queries include:

- Number of former CCC students enrolled at the university by semester
- Number of new students who enrolled at the university by semester
- Majors students declare at the universities
- Academic progress at the university

Student Tracking System

Grants, reporting, and assessment requirements necessitate longitudinal tracking of students. The SIS is not conducive to such analysis, but requires the use of a student tracking system. CCC conducted a study of student tracking system options in Fall 1995, and recommended using the LONESTAR+ system.

In 1995, CCC joined the LONESTAR+ Users Group and received the LONESTAR+ software and documentation. In 1996 the LONESTAR+ system was installed on various

PCs within the institution. An interface program will be developed to extract student information from the SIS so that the data can be imported into LONESTAR+ databases.

The elements for the LONESTAR+ interfaces were identified in Summer 1996. A Progress consultant will develop a program to extract the information from the SIS and generate an ASCII file. That file will then be used to load the LONESTAR+ files with the data for that particular term. Generation of LONESTAR+ interface data files has been requested for the beginning of Fall 1996 semester.

LONESTAR+ will support student data analyses that have not been capable before with the SIS. The following capabilities will be possible in the future:

- Including CCC placement information for students
- Including progress of CCC developmental courses for students
- Including hours/institutions that students transfer into CCC
- Including term hours/GPA completed at CCC by semester
- Including cumulative hours/GPA at CCC
- Tagging special needs students (financial aid, disabled, etc.)

Queries and reports using the LONESTAR+ system will support grant reporting requirements (Carl Perkins Basic Grant), federal reporting (Student Right to Know and Graduation Rate Survey), as well as assessment needs.

Placement Data

The SIS does not include results of the CCC placement tests taken by students. CCC placement data is currently recorded in paper form, making use for placement assessment studies difficult.

In 1996 the placement data for the past semesters (since the College began conducting English reading, writing, and mathematics tests) was entered into dBASE files. Future placement test data will be input as the results are available.

The dBASE files for the placement data include the following information:

- Student Identifier (name and/or id number)
- Type of Test (reading, writing, math)
- Test Score and/or Placement Level Recommendation
- Test Date

The placement data files can be queried using the dBASE language. Examples of queries include:

- Number of students taking the different types of placement tests during a time period of interest
- Distribution of test scores and/or placement levels
- Number of students retaking the placement test(s)

The placement data will also be loaded into the student tracking system.

A survey is being planned to solicit faculty needs regarding placement data. This survey will inquire if aggregate data about students' placement scores and whether students completed any required developmental courses would be of value to instructors at the start of the semester to help them better prepare for their classes. The survey will be distributed to all instructors of all classes during Fall 1996. If there is interest and need for class profile information, a pilot project will be conducted in Spring 1997.

Data Systems Development - Opportunities for Improvement

CCC has identified and made progress in developing data systems to support grants, reporting, assessment, and institutional research functions. The Director for Institutional Research is responsible for the development of these databases and the query capabilities. The following table shows the status of these data systems (as of 9/30/96):

	<u>SIS Interface</u>	<u>Database</u>	<u>Query</u>
SIS (Progress)	-	exists	exists
SIS (Banner)	-	plan April 1997	plan Fall 1997
FTSE Source Data	paper	created Spr. 1996	avail. Sum. 1996
Snapshot Student Data	created Fall 1996	created Fall 1996	avail. Fall 1996
Snapshot Course Data	created Fall 1996	created Fall 1996	avail. Fall 1996
Statewide Student Data	plan Fall 1996	plan Fall 1996	plan Fall 1996
Transfer Student Data	-	created Sum. 1996	avail. Sum. 1996
Student Tracking	plan Fall 1996	installed Spr. 1996	plan Fall 1996
Placement Data	-	creating Fall 1996	plan Fall 1996

PILOT PROJECTS

At the beginning of the Spring 1996 semester, the PIE Committee put out a "call for pilot project proposals" to the institution. While the overall response was relatively low, the PIE Committee determined that all pilot proposals should be considered for assessment purposes. Ten pilot project proposals were submitted, each with a unique role in institutional effectiveness. The pilot projects were approved for financial and staff support in March 1996. An additional pilot project was proposed and approved in May 1996. Following is a summary of the pilot projects, with the full proposals included in Appendix D.

1. **Project Title:** Continuing Student Survey
Initiator: Laurie McCown, Institutional Researcher; Linda Newell, Registrar; and Patti Odgers, Faculty
Department: Institutional Research / Registration
Objectives: To develop a continuing student survey to be conducted annually regarding registration, student satisfaction, advisement, and course offerings.
2. **Project Title:** Business Participation Phase I
Initiator: Yusaf Abd-al-Hakim, Associate Faculty
Department: Vocational/Occupational Division
Objectives: Address specific vocational/occupational course and program contents for usefulness and viability to a vocation/occupation.
3. **Project Title:** Business Participation Phase II
Initiator: Yusaf Abd-al-Hakim, Associate Faculty
Department: Vocational/Occupational Division
Objectives: Evaluate Phase I effectiveness for possible permanent implementation.
4. **Project Title:** College Algebra Study
Initiator: Math Department
Department: Math
Objectives: Validate need for 4 credits versus 3 credits (MAT151)
5. **Project Title:** Intermediate Algebra to College Algebra pre-requisite study
Initiator: Math Department
Department: Math
Objectives: Validate quality of Intermediate Algebra pre-requisite for enrollment to College Algebra.
6. **Project Title:** Graduating Student Satisfaction
Initiator: Victoria Haviland
Department: Math
Objectives: Determine strengths and weaknesses of curriculum and certificate programs via telephone surveys.

7. **Project Title:** Fast Track Windows class
Initiator: Jeff Rhode, Faculty
Department: Computer Information Systems (CIS)
Objectives: To increase enrollment in CIS courses on weekends; to smooth out demand on computer labs; to provide students an opportunity to complete the full semester Windows class in 5 weeks; to provide working adults an opportunity to take Windows after work and on weekends.
8. **Project Title:** Comparison of CIS124 and CIS224 fast-track 8 week courses with regular 16 week courses.
Initiator: Barbara Cress, Faculty
Department: Computer Information Systems (CIS)
Objectives: To determine whether shorter, more concentrated 8 week courses affect student success, enrollment, retention, and satisfaction with the learning experience for computer application courses.
9. **Project Title:** Learning Assistance in the Flagstaff and Page Computer Labs
Initiator: Diedra Silbert, Vocational Counselor
Department: Computer Labs/LEC
Objectives: To provide students with adequate learning assistance in the computer labs.
10. **Project Title:** Spanish for Native Speakers
Initiator: Barb Eickmeyer, Faculty
Department: Liberal Arts/Languages
Objectives: To assess value of SPA103. To design better methods of instruction for Native Speakers.
11. **Project Title:** General Education standardized assessment
Initiator: John Plett, Special Projects Coordinator
Department: "Special Projects"
Objectives: To gain attitudinal and cognitive information about CCC students.

In order to make sure that the pilot projects were broadbased enough to cover all areas of the College, the Committee assigned the proposals into three categories: program effectiveness, student services, and course effectiveness. The projects were categorized as follows:

Program Effectiveness: Business Participation Phase I and Phase II;

Student Services: Continuing Student Survey, Graduating Student Satisfaction, Learning Assistance in the Flagstaff and Page campus computer labs;

Course Effectiveness: College Algebra Study, Intermediate Algebra to College Algebra pre-requisite study, Comparison of CIS124 and CIS224 fast-track 8 week courses with regular 16 week courses, Spanish for Native Speakers.

A few pilot projects were conducted in Spring 1996, others were started but are not yet completed, and some were delayed. The following table gives a status of the CCC pilot projects (as of 8/15/96):

Continuing Student Survey	To be developed in Fall 1996 To be distributed in Spring 1997
Business Participation Phase I	In progress; to be completed Spring 1997
Business Participation Phase II	In progress; to be completed Spring 1997
College Algebra Study	In progress; to be completed Spring 1997
Int. Algebra pre-requisite study	In progress; to be completed Spring 1997
Graduating Student Satisfaction	Questionnaire prepared Spring 1996 To be conducted Fall 1997
Fast Track Windows class	Fast track class did not make Spring 1996 Project deleted
Fast Track CIS124 & CIS224 classes	Completed Spring 1996
Learning Assistance	Completed Spring 1996
Spanish for Native Speakers	In progress; to be completed Fall 1996
Gen. Ed. standardized assessment	Completer Survey given Spring 1996, Freshman Survey to be given Fall 1996, CAAP to be given Spring 1997

ACCOMPLISHMENTS OF OTHER CCC COMMITTEES

During the 1995-96 academic year, the PIE Committee was defining its role at the College. PIE members provide linkages between assessment and activities of other committees at CCC. PIE members participated during the 1995-96 academic year on the Academic Standards Committee, the Professional Development Committee, the Program Review task force, and the Faculty Evaluation task force. New members of the PIE Committee for 1996-97 include a member of the Curriculum Committee, the Student Retention Committee, and a division chair. Efforts are also being made to coordinate assessment activities with the General Education Subcommittee in 1996-97. This will tie assessment to improvement.

It became apparent that part of the function of PIE is to serve as a central "warehouse" for assessment resources and activities at the College. Hence, the Committee collected year-end reports from the standing committees at CCC in order to review the overall accomplishments and record the correlation to the improvement of institutional effectiveness. Highlights of the various CCC committee accomplishments include:

- Revised General Education Values Statement
- Revised Curriculum Procedures regarding creating course outlines
- NAU representative included on CCC's Curriculum Committee (ex-officio)
- Revised Full-Time Faculty Evaluation Process proposed (draft)
- Established Professional Development Policy Statement
- Developed Program Review process

While PIE is committed to providing more arenas encouraging interaction for activities which impact multiple areas, the Committee is equally aware that much work is left to be done in communication and coordination of efforts. The activities surrounding the February PIE retreat directly impacted activities on the Academic Standards Committee and the Curriculum Committee. Each committee played a vital role in the overall improvements that took place. The arena created by the retreat served as an excellent platform for these committees to interact and work together.

Since people at CCC wear many different "hats," it became obvious to PIE members that there was a need for better inter-committee communication and a campus-wide informational system. The campus "master calendar" is an indirect result of the PIE Committee expressing concern in this area for scheduling important activities.

See Appendix E for the CCC committees year-end reports, and the College's year-end report to the District Governing Board.

Conclusion

IMPROVEMENT AREAS

Coconino Community College believes in a continuous improvement model. Assessment activities aim to define objectives, identify measures, and link recommendations with opportunities for improvement. Assessment itself is a continuous process where objectives and indicators are reviewed after data is collected and analyzed to see if expectations are being met or if they need to be revised. Some assessment tasks will be conducted regularly and will provide valuable information, while other assessment tasks will be conducted periodically for studies of interest.

Coconino Community College's Assessment Program needs continuous, strong support from its administration (President, Vice Presidents, Deans, Division Chairs, and Leadership Team members). The Vice President for Educational Services has been appointed as the administrator responsible for assessing student academic achievement. The co-chairs of the Principal Committee for Institutional Effectiveness (PIE) coordinate with this Vice President. This Vice President is also an ex-officio member of PIE and attends most meetings.

Assessment activities need to be better coordinated with the divisions. At least one division chair should be a member of PIE. The PIE Committee has suggested that members serve three years on the Committee, with membership rotating each year. Ideally, one-third of the Committee's members will be new each academic year, and one-third of the current members will end their active service on the Committee each academic year. The PIE Committee has also suggested that the co-chairs serve two years in that role, with rotating leadership each year. The Committee feels that having a faculty member and a non-faculty member as co-chairs has been a positive balance.

Communication is very important to CCC's assessment and institutional effectiveness efforts. Assessment activities during the academic year will be publicized throughout the College via a newsletter. A PIE member will coordinate the information to be included in the newsletter, which is published approximately monthly during the Fall and Spring semesters. As established in the 1995 *Assessment Plan*, an annual progress report on assessment will be prepared by the PIE Committee (responsibility of the PIE co-chairs). This report should include accomplishments, data collected, findings, and recommendations for improvement.

Assessment needs to be tied to the College planning and budgeting efforts. During 1996 the PIE Committee identified the College's *Strategic Plan* goals that are supported by the College's mission. Assessment goals and objectives will be tied to these. During 1996 the College's budget was also tied to the *Strategic Plan* goals.

The College budget includes funds for assessment activities including release time, contract services, student worker help, supplies, resources, workshops, conferences and travel. As assessment activities are implemented, the assessment budget and human resources need to be continuously reviewed. Currently, the institutional researcher is

limited in the amount of time available for supporting assessment, due to the institutional research functions being combined with other duties in a single position. Additional institutional research support is expected to be needed in program review, and both mission level and program level assessment.

Members of the College need improvement in writing good assessment objectives and indicators that reflect our expectations for outcomes at the mission, program, and course levels. The August 20, 1996 workshop by Jeff Seybert (Director of Institutional Research at Johnson County Community College in Overland Park, Kansas) provided assistance in this area. Coconino Community College understands that the process of writing good objectives and indicators is the most labor intensive of assessment endeavors and that patience is important.

Many staff members at CCC are not aware of assessment and its importance. Assessment should be a part of everyday vocabulary throughout the College - involving departments in defining goals and objectives, writing outcomes, and developing activities that will enhance the institutional effectiveness process at CCC.

REPORT SUMMARY

Coconino Community College has made significant progress in developing and implementing its *Assessment Plan* during 1995-1996. Faculty and staff have willingly participated in assessment activities. This was exemplified by the number of participants in workshops, meetings, and projects.

Institutional effectiveness involves comparing results (data collected) to goals. The institution is continuously involved in setting goals and expectations for assessment evaluation. Mechanisms essential to gathering data needed for reporting and assessment of student outcomes are still being designed. In this process, the institutional needs for data are being identified (i.e., what kinds of data are needed, how/when to capture, analysis methods to use, etc.). CCC realizes it cannot assess everything continuously given its limited human and fiscal resources. Tasks must be prioritized and conducted periodically. Institutional effectiveness also involves change as assessment information is used to improve.

Assessment and measuring institutional effectiveness can be overwhelming, especially for a young college that is now celebrating its 5th anniversary. Coconino Community College has faced rapid growth since it began operations in Fall 1991 in regards to student enrollment, faculty, and staff. CCC continues to face fiscal challenges since its local tax funding is the lowest levy in the state. The institutional research function was only established in March 1995, and the position has been combined with other duties (grants development support; federal, state and institutional reporting; development of data systems and reporting programs; institutional research; assessment and institutional effectiveness; and other projects as assigned). Faculty have received minimal release time for assessment activities.

Coconino Community College realizes that it cannot rush a good assessment process. Instead, we must prioritize and focus our efforts, developing and implementing assessment activities over time. Much has been accomplished this past academic year; much is yet to be accomplished in future years. We have worked hard to establish a good beginning and feel we have the momentum and enthusiasm to continue efforts aimed towards improving the institution's effectiveness.

Glossary

GLOSSARY

ASAA	Assessment of Student Academic Achievement Project team responsible for defining CCC's Assessment Plan
ASU	Arizona State University
CCC	Coconino Community College
CLT	College Leadership Team
FTSE	Full-Time Student Equivalent
NAU	Northern Arizona University
NCA	North Central Association
PIE	Principal Committee for Institutional Effectiveness Standing committee which oversees implementation of assessment at CCC.
SBDC	Small Business Development Center
SIS	Student Information System
TGECC	Transfer General Education Core Curriculum
UA	University of Arizona

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Appendix A
Assessment Resource Library

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ASSESSMENT PLANS

Aims Community College (CO)
Arizona Western Community College (AZ)
Black Hawk College (IL)
Blue Ridge Community College (VA)
Central Arizona College (AZ)
Chandler-Gilbert Community College (AZ)
Cochise College (AZ)
Eastern Arizona College (AZ)
Heartland Community College (IL)
Illinois Central College (IL)
Jordan College (MI)
Kansas City Kansas Community College (KS)
Lakeland Community College (OH)
Maricopa County Community College District (AZ)
Mohave Community College (AZ)
Montcalm Community College (MI)
North Hennipen Community College (MN)
Seminole Junior College (OK)
Yavapai College (AZ)

Appendix B
Assessment Info-letters

As a Matter of Fact...

Assessment Info-letter

Vol. 1, No. 1

October 1995

What is the PIE Committee?

The latest news on campus is about the newly formed assessment committee, called the Principal Committee for Institutional Effectiveness (PIE). You may remember the ASAA Project team, which was designed last year to establish the current assessment plan and to get the ball rolling on assessment at CCC. The Project Team completed its task and handed the baton over to the new standing committee on Sept. 26th. The members were excited about starting to implement the assessment plan this semester and discussed the possibilities and opportunities which assessment will produce here at the College.

PIE members are: Ray Battee, Jerry Baker, Nyoni Combs, Candice Corrigan, Barb Eickmeyer (Co-chair), Dan Fishco (ex-officio), Laurie McCown (Co-chair), Lynn Moksvold, Yusuf Abd-al-Hakim, Beth Murphy, Pattie Odgers, John Plett, Jim Rhodes, Jay St. Vincent, Billie Swanson, Pam Thomson, and Steve West. We still need a student representative; anyone interested?

And since everyone likes PIE...

We want you to feel welcome to attend any of our meetings and lend us your expertise or ideas for assessment at CCC. Our meetings will be in the Board/Conference Room on:

Friday, Oct. 27 at 1:15 p.m.
Tuesday, Nov. 7 at 3:15 p.m.
Tuesday, Nov. 28 at 3:15 p.m.
Friday, Dec. 8 at 1:15 p.m.

Any questions?? These answers are FREE!

Almost everything you ever wanted to know about assessment is available in the LEC. A complete list of assessment resources is in the LEC, on the shelf marked "Institutional Effectiveness." If you need ideas for assessment in your classroom, department or project, feel free to check out these materials.



Calling All Pilots...

The PIE committee wants to encourage faculty and departments to submit pilot project proposals for review and approval. The pilot projects will begin in January, 1996 and should focus on the areas of priority listed on page 13 of our assessment plan. If you would like to propose a project, please call Laurie McCown (x229) or Barb Eickmeyer (x248).

We hope you or your department will get involved in a pilot project. These will help the College and the PIE committee to fine-tune our assessment plan and reach our ultimate goals for student success and institutional effectiveness!!

So, pilots start your engines and "take off" with PIE.

For project ideas:

SEE OTHER SIDE!

A few ideas for pilot projects

(from *Twenty-five ways to Start Assessing* by Stephen Spangehl)

- A pilot project should answer a discrete, limited question, ideally a question that everyone has already asked - but not answered.
- A pilot should provide data that will inform a small decision, ideally a decision in which people have little or nothing invested.
- A good pilot question ought to be answerable before the people who thought it up lose interest.
- A good project immediately benefits students, or immediately assists faculty and staff in performing their regular work.
- Good projects employ imaginative techniques for collecting data. Some of these include one-on-one interviews, focus groups, and telephone interviews to get information.
- A good project leads, after its conclusion, to the asking of broader, more sophisticated questions.

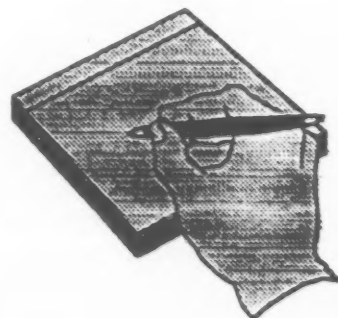
Examples of useful information

1. Assess "student effort" - Find out how students are spending their time in college, how much effort they are putting into various activities (i.e., the student's contribution to learning).
2. Find out what happened to students from the first inquiry to the first registration. Try to find out what happened to: non-applicants, applicants with incomplete applications, admits who didn't matriculate (no-shows).
3. Let two or three faculty hold a long, "unstructured" focus-group interview with three or four graduating students, and analyze transcripts of the discussion. Find out how the college influenced their academic development and distribute the results of the interview.
4. Ask your students to honestly reveal their goals, their reasons for coming to college. What do they expect in or from college, how do they see it all working. Do they have a planned course of study? The information collected will be valuable for placement and for follow-up studies.
5. Study transcripts for evidence of which students succeed at one order of courses rather than another. Map the most effective sequences of course taking for particular sub-populations and use this information in advising.

Where do we sign up?

Before you start, you will need to fill out a Pilot Proposal form and have your project approved by the committee. There is a limited amount of funding for pilot projects, but you'll need to ask for it.

You may call Laurie McCown or Barb Eickmeyer. Or you can call any PIE committee member for more information.

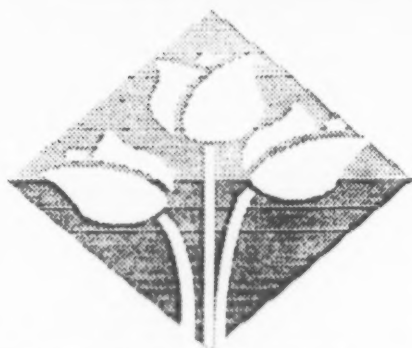


As a Matter of Fact...

Assessment Info-letter

Vol. 1, No. 2

January 1996



Spring is here!

Although many of us are looking out the window and wondering if it's really summer in Flagstaff, the reality is that spring semester has begun at CCC and we have work to do!

The PIE committee will be coordinating pilot projects and hosting assessment workshops this semester, as well as writing the outline and draft of the progress report that will go to NCA in December.

PIE meetings are scheduled for Tuesdays this semester, to better accommodate faculty and staff. If you've never seen an assessment team at work, stop by for one of our meetings on the following dates:

Tues	Jan. 23	4:15
Tues	Feb. 6	3:15
Tues	Feb. 27	3:15
Tues	Mar 26	3:15
Tues	Apr 9	3:15
Tues	May 14	3:15

Research Workshop a Success.

Last week, about 30 CCC staff were treated to a special workshop on qualitative research sponsored by PIE. Our own Kathy Emmons, MBA, M.Ed. presented the first of a two part series by Craig Stern, Ed.D. from Northern Arizona University to help us better understand about the area of assessment that has been proposed by many pilot projects yet is sometimes difficult to carry out - qualitative research. This type of research includes surveys and focus groups, as well as other important kinds of assessment. Kathy challenged us to consider the type of research we want to do, and then use appropriate guidelines that accompany good research!

The next workshop is scheduled for January 30 from 3:00 to 5:00 p.m. If you missed the first workshop but would like to attend the next one, stop by Barb Eickmeyer's office and get a packet. There is some homework to do, but it will be well worth the effort! Thank you Kathy and Craig for your contribution to our assessment process.

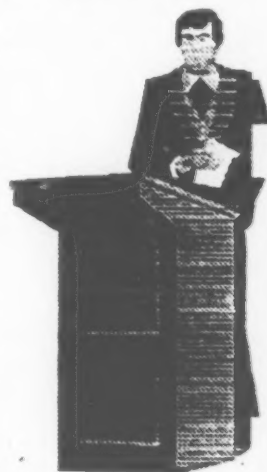
Plan to attend - January 30th at 3:00 p.m. in Room 23

~~~Mystery Speaker~~~

Make plans for the PIE retreat scheduled for Friday, February 16. As we continue to implement our pilot projects, we'll be needing extra time and training to make sure we're doing the job right!

The PIE committee will be having two retreats during the spring semester to help team leaders and committee members "get away" from their many duties at CCC and concentrate on assessment activities. The retreats will include interesting guest speakers from other colleges and hands-on work sessions for expanding our assessment plan. Each person will have specific assignments and times to complete them during the retreat sessions. Lunch will be served, too!

Stay tuned for more information!



What's new??

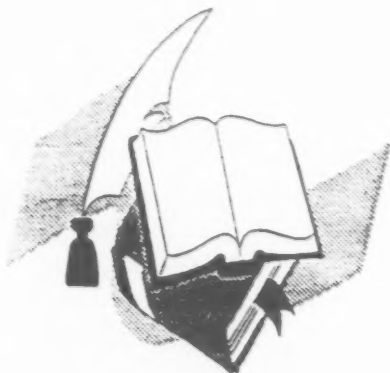
Evaluator's Handbook, How to Focus an Evaluation, How to Use Qualitative Methods in Evaluation and How to Design a Program Evaluation are a small sample of the interesting new publications now available in the LEC.

What's tried and true??

Twenty-five ways to Start Assessing, Making a Difference, Assessment for Excellence and Classroom Assessment Techniques are just a few of the many interesting and informative publications.

Where to go??

The PIE resource area in the LEC is now located next to the Library Media Assistant's desk. PIE has been designated two shelves which can be found under the title "PIE". You may check out materials for three days. If you need to keep a book for a longer period of time, see Nancy Stevenson. There is also a video by Suanne Roueche for viewing.



Student Tracking

How can we determine if CCC students are successful? In many cases we need to compare the students educational goals, their progress/achievements at CCC, their endeavors after CCC, and their satisfaction with the preparation they received from CCC.

How can this type of review be done in an organized manner? The data should be entered/stored in a database which can be analyzed. Such a database is called a Student Tracking System.

During the end of 1995 a group of CCC people looked at different alternatives for a student tracking system, and recommended the LoneStar+ system. The LoneStar (LONGitudinal Evaluation Student Tracking and Reporting) system was developed by the state of Texas. The software is user friendly, runs on PCs, and is used by many community colleges in Texas. We are one of the first out-of-state users. CCC recently joined the LoneStar+ Users Group which distributes the software and upgrades. The LoneStar+ Users Group meets regularly to discuss enhancements needed to the software, and provides training and technical support to users.

This student tracking system will assist assessment of CCC students. Selected groups of students can be identified according to defined criteria (vocational students, full-time students, etc.). Data collected can be used to provide information on persistence, graduates, transfers, employment. Longitudinal analysis can be performed. The goal is to monitor student progress and gain information to improve our programs, services and systems at CCC.

(For more information about LoneStar+ see Dan Bingham or Laurie McCown.)

Hold that thought...

Pilot Projects are still being considered by the PIE committee. If you would like to submit a pilot proposal, there's still time! Stop by Barb Eickmeyer's office to pick up the forms.

As a Matter of Fact...

Assessment Info-letter

Vol. 1, No. 3

March 1996

Report: PIE Retreat was quite a feat!

"Cookies!" exclaimed Monica Baker, participant in the PIE assessment retreat held on February 16 at the duBois Center at NAU. The cookies were good, but as it turned out, the best part of the retreat was the input, the camaraderie and the progress made. Participants got down and dirty while they developed a "model" for PIE's new grid utilizing the catalog assessment statement, the general education values statement and the raw talent of those in attendance.

First, Barb Eickmeyer presented a short update on what had been done so far that precluded assessment processes at CCC. The list included our Mission statement, the Strategic Plan, and the General Education Values Statement. Last year, the ASAA project team wrote the Governing Board Assessment Policy and the Assessment Plan for Student Academic Achievement. These represented countless hours of labor by CCC faculty and staff, and served as a foundation for where we needed to go next. The PIE committee had wanted to write a "one sentence" statement that would help remind everyone about the purpose of assessment at CCC. With the (*much appreciated!*) help of Joan Zumwalt, the following statement was formed, and served as a capstone for the retreat:

"The assessment process aims to measure and improve the effectiveness of CCC in meeting its mission."

John Plett followed with an excellent 3-d explanation of how the purposes in our Strategic plan directly tie-in with assessment at three levels: mission, program, and classroom. He demonstrated areas where assessment had been targeted by the Strategic plan and challenged retreat participants to identify areas of need. John's presentation served as a launching pad for the "grid-to-grid grind," facilitated by Laurie McCown. Armed with post-it® notes and pens, Laurie asked the retreat members to create a new model grid that everyone will "buy into!" Three groups attacked the task with vigor and worked on building a research design for assessment at CCC that will work smoothly for every aspect of the college. By the end of the day, consensus and results were reached, much to the satisfaction of the group! "This was one of the best, most organized and productive workshops I have attended," stated Dan Fishco. A big thank you to all who participated!

Feeling



Swamped?

We know how busy you are, but mark your calendar for the upcoming PIE meetings. Don't miss the excitement!

Tues. April 9

Tues. April 23

Tues. May 14

Pilot Projects get the go ahead!

On February 6, 1996 the PIE committee approved nine pilot project for implementation at CCC. Three categories of assessment were identified and the projects were placed into the categories as follows:

Student Services: Continuing Student Survey; Graduating Student Satisfaction; Learning Assistance in the Computer Labs.

Course Effectiveness: College Algebra Study; Intermediate Algebra to College Algebra, pre-req. Study; Comparison of CIS124 and CIS224; Spanish for Native speakers.

Program Effectiveness: Business Participation Phase I and Phase II.

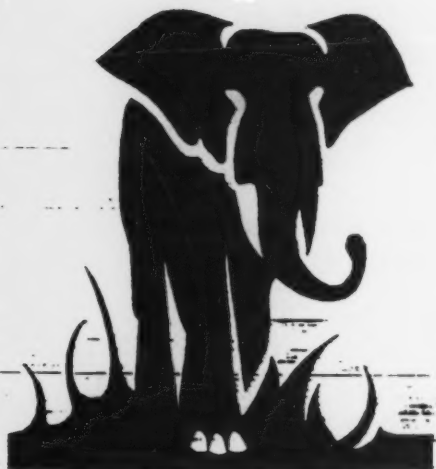
NCTLA Assessment Institute Conference:

Billie Swanson recently attended a conference on assessment in Phoenix. A sample of topics that the conference covered are listed as follows:

What is the purpose for Assessment?
10 Steps in Developing an Assessment Plan.
Embedding Assessment into the curriculum.
Doing Assessment with Existing Resources.
Critical Thinking Goals Inventory.

According to Billie, "it was fantastic!" The conference workbook is available for review in the LEC.

Don't Forget!!



→ Assessment is the ongoing process of self-evaluation at CCC for measuring our institutional effectiveness. If you are aware of assessment activities **ALREADY IN PROGRESS** at CCC, please let the PIE committee know!

→ There are **ONLY 35** working days until the end of the semester! If you are conducting a Pilot Project - keep this in mind!

CRITICAL THINKING WORKSHOP TO BE HELD IN PHOENIX

There will be a special two-day workshop on Critical Thinking and the Process of Assessment on **April 13-14** at the Wyndham Metrocenter Hotel. The main focus will be on the process of assessment; how to use it effectively ourselves and how to teach students to use it. Several CCC faculty will be attending, sponsored by PIE. We look forward to the positive growth benefits of this worthwhile activity! If you are interested in attending (at your cost) please see Barb E. for information. The deadline to register is April 10.

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Appendix C
Program Review

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Formatted pages are available on disk

Purpose of Program Review

Coconino Community College is committed to the assessment and improvement of programs and services. The primary focus of Program Review is institutional improvement within the context of the Strategic Plan and the College Mission. A program is an organized sequence or grouping of courses leading to a defined objective such as a certificate, degree, license, transfer to another institution, job, career, or acquisition of selected knowledge or skills. The Program Review process will take place every three (3) years. Program Review is to be viewed as a critical self-study designed to systematically review the effectiveness of a program. The review process is:

- ▶ A means to define and enhance the vitality, efficiency, and relevance of programs and services.
- ▶ Designed to promote a sense of common purpose and coordination between and among College programs.
- ▶ Not intended as punitive nor specifically designed to eliminate programs or services.
- ▶ A systematic process which utilizes qualitative and quantitative measures.
- ▶ Encourages uniqueness of individual programs and services.

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PROGRAM REVIEW COVER SHEET

Name of Program: _____

Beginning Date of Program: _____

Division: _____

Division Chair: _____

Program/Discipline Coordinator: _____

When was this Program Review conducted? _____

SIGNATURES:

Completed by _____ Date _____

Program/Discipline Coordinator _____ Date _____

Division Chair _____ Date _____

VP for Ed. Services _____ Date _____

I. GENERAL SUMMARY

Write a one page summary of this Program Review report. Include goals, projections and reference your plans of action that will show direction for the next three years. Include only information that is incorporated within this report. Be sure that you address the following two questions:

1. How does this program relate to the mission of CCC?
2. How does this program help fulfill the strategic planning goals and objectives of CCC?

II. PROGRAM CHARACTERISTICS

1. Program Statement of Purpose:

2. Date Statement of Purpose was written:

3. Date Statement of Purpose was last revised:

4. What recommendations (if any) for this program were made by NCA?
(Attach copies, if appropriate)

5. What external agencies other than NCA provide accreditation/certification for this program? (If no external agencies provide accreditation/certification, go to question #9)

AGENCY	DATE OF LAST ACCREDITATION	EXPIRATION DATE

6. Summarize the accrediting procedures and requirements for each of the above.

7. What recommendations were made by the last external program accrediting team?
(Attach recommendations, if appropriate)
8. What progress has been made on these recommendations?
9. Does this program have an advisory committee? Yes/No (if no, proceed to Question #15)

10. ADVISORY COMMITTEE COMPOSITION

Member Name	Title/Organization	Term of Office	CCC Employee ?

11. When and how often does this advisory committee meet?

12. Describe how the advisory committee members provide the following services to this program:

* Curricula review

* Publicity

* Marketing

* Equipment

* Material Goods

* Access to other services or organizations

* Other (please specify):

13. What recommendations were made by the last advisory council?

14. What progress has been made on these recommendations?

15. When was the last Program Review done by CCC?
16. What recommendations were made by the last Program Review team?
17. What progress has been made on these recommendations?
18. Other than Program Review, is this program internally reviewed and updated on a regular basis? Explain.

III. INTERACTIONS/COMMUNICATIONS

1. Attach a description of interaction and communication methods/processes/ procedures that are used by this program with:
 - * Other areas of the College;
 - * The community served by the College;
 - * Northern Arizona University;
 - * Other educational institutions;
 - * External agencies or governing bodies.
2. Write and attach a SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis of above. (See Appendix A for SWOT description)

IV. PROGRAM SUPPORT, FACILITIES AND EQUIPMENT

1. Attach an overview of the present status of:

- * Quality and quantity of space (classroom/lab/office)
- * Quality and quantity of supplies/equipment (classroom/lab/office)
- * Adequacy of instructional support staff (i.e., clerical lab assistance, work study, etc.)

2. Write and attach a SWOT Analysis of the above.

V. STUDENTS AND STAFF

1. Provide the ratio of full-time to part-time instructors in this program.

Hours taught by:	Fall	Spr	Fall	Spr	Fall	Spr
Full-time faculty (FT)						
Part-time faculty (PT)						
Ratio FT:PT						
Actual FTE						

2. What strengths do the staff bring to the program? (Do not give personal names)

* Full-time

* Part-time

* Classified

3. What aspects of this program are not currently being met because of lack of staff expertise, experience, or ability?

4. Please provide three year historical data.

	Fall	Spr	Fall	Spr	Fall	Spr
1. Program Enrollment (Headcount)						
2. College Unduplicated Headcount (From State FTSE)						
3. Program FTSE / College FTSE						
4. College FTSE/ (from State FTSE)						
5. No. Of Degrees a. Declared b. Granted						
6. No. Of Certificates: a. Declared b. Granted						
7. No. Of Completers/Program FTSE						
8. Average Class size by section						
9. Smallest Class size by section						
10. Largest Class size by section						

5. Analyze the above data comparing actual figures to original or modified projections.

6. What changes have been made in the ratio of full-time to part-time students enrollment since the last program review? How should this program respond to these changes?

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7. Please provide Student Retention Patterns

	Fall	Spr	Fall	Spr	Fall	Spr
15th day						
FTSE 45th day						
Number completing course						

8. Is there a pattern as to when students drop classes in this program? What steps are being taken to improve the retention of students?

9. Provide the following information to determine the educational goals of students enrolled in this program?

Reasons for enrolling in program

	Fall	Spring	Fall	Spring	Fall	Spring
Associates in this program						
Associates in another program						
Certificate in this program						
Certificate in another program						
Transfer - with degree						
Transfer - without degree						
Job training/re-training						
Pre-requisite for another class						
Personal interest						

10. How have marketing and recruitment efforts impacted this program?

VI. CURRICULUM

A. Facts/Data/Statistics

1. List the following information regarding course credit goals. (Check all that apply)

Course Number	Course Name	Associate Degree	Transfer	Certificate	Major Course	Elective Course	General Education	Semester/year last offered?

2. What new courses, course revision, or course deletions are currently in progress? (If no changes are currently in progress, indicate N/A)

Course Number	Course Name	New	Revision	Deletion	Rationale for course change

3. List the courses NOT offered for degree, certificate, or transfer credit. Who is the target population served by each course? What is the rationale for offering the course? (If this does not apply, indicate N/A)

4. From what sources does this program get ideas for curriculum planning?

5. Between Program Reviews, is this curriculum internally reviewed and updated on a regular basis? Explain.

6. What courses in this program closely resemble courses offered in other CCC programs?

Similar or duplicate courses offered in two or more programs	Course Description	Course Description of Similar Course
Course Name and Number		
Other program course name & number		
Are these courses cross- referenced?		

7. Describe the coordination/communication between this and other CCC programs. (i.e., scheduling, curriculum, student progress, facilities, equipment)

B. Analysis

1. What are the strengths of the curriculum in this program?
2. What are the weaknesses of the curriculum in the program?
3. What changes would improve and strengthen the curriculum in this program?
4. List the action plan activities from the last program review related to curriculum. What progress has been made on each?
5. What curriculum changes have been made in the program that were not part of the action plan? Why were the changes made? What effect did these changes have on the program?
6. Evaluate the ways in which the curriculum is addressing the issues of cultural diversity.

VII. BUDGET

A. Facts/Data/Statistics

1. List the sources of income that support this program.
2. Provide budget information for the past three (3) years.
3. For what additional funding has this program applied (e.g., Grants)? What is that status of the application(s)?
4. Which courses in this program provide computer-assisted instruction in which students are assigned hands-on computer time?

Courses in this program which include computer-assisted instruction	Methods incorporated for computer-assisted instruction	Classroom, hardware, and software utilized
Course name and number		
Number of hours of CAI lecture per week:		
Number of hours of CAI laboratory each week:		

5. Explain what plans, if any, are being made for incorporating or expanding computer utilization in this program.

B. Analysis

1. What limitations have been placed on this program because of budgeting? How is this program working to overcome this?
2. Describe current and/or future trends that may influence this program's budget (i.e., student demand, technology, demographic changes).
3. If expansion funds were available, what would be this program's priorities?

VIII. PLAN OF ACTION

1. Prepare a concise plan of action for the next three (3) years for this program. Base your plan on the analysis provided in this review. (See Appendix B)

Action

Resources Needed

Completion Date

2. Project what you would foresee happening for two (2) additional years. (Years 4 & 5)

SWOT ANALYSIS

Appendix A

What it is and what it does:

SWOT allows you, in an organized way, to analyze the information you have laboriously collected and say what is good about it, what is wrong, where you need to make changes, and where you need to maintain the status quo. It allows you to recognize issues and devise a way to deal with them.

Strengths: These are things that are currently done well. They need marginal or no improvement. This is where you recognize and describe accomplishments and changes that have already taken place which have led to the improvement of some aspect of the program.

Weaknesses: These are things that are not going well at the present time. These are aspects of the program which need to be corrected.

Opportunities: These are aspects of the program that you want to expand upon in the future because they will help you reach your constituents more effectively. Generally they occur because of a change in external or internal markets and situations (i.e., North America Free Trade Agreement (NAFTA), other social, economic, and cultural trends) which invite involvement by the program.

Threats: These are issues which in the future may thwart the progress or effectiveness of the program (i.e., a private school opening in Coconino county that delivers a similar service).

Appendix B

How to use SWOT:

- * Identify strengths. In the Action Plan, explain how to take advantage of, maintain, and expand upon these strengths.
- * Identify weaknesses. In the Action Plan, explain how to minimize these and turn them into strengths.
- * Identify opportunities. In the Action Plan, explain how to take advantages of these opportunities in the future.
- * Identify threats. In the Action Plan, tell how these can be minimized or eliminated or avoided.

Appendix D
Pilot Project Proposals

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**COCONINO COMMUNITY COLLEGE
PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS**

PILOT PROJECT PROPOSAL

DATE SUBMITTED 11/22/95 PROJECT TITLE Continuing Student Survey

INVESTIGATOR L. McCown DISCIPLINE/DEPT. IR/Reg

BRIEFLY SUMMARIZE THE PROJECT IN THE FOLLOWING AREAS (ATTACH SUPPORTING DOCUMENTS):

CHALLENGE / NEED: Obtain feedback from continuing students on CCC.

GOALS:

OBJECTIVES OF PROJECT Develop a continuing student survey to be conducted annually, conduct survey in Spring 96 for benchmark data, prepare report of findings.

PROJECTED TIMELINE FOR
PROJECT FROM 1/96 TO 6/96

TOTAL ESTIMATED HOURS 60 ADDITIONAL RESOURCES clerical help for data entry.

PROCESS:

ACTIVITIES/TECHNIQUES Develop survey to obtain information on student satisfaction regarding registration, advising, course offerings, etc...

MEASUREMENT INDICATORS Distribute to a random selection of Spring classes between the 10th and 45th days. Use likert scale with place for additional comments.

EXPECTED BENEFITS:

AREA FOR IMPROVEMENT Benchmark for future annual surveys; investigate any areas with low ratings.

DISSEMINATION OF RESULTS CLT Plus and others as appropriate.

SIGNATURES:

INITIATOR Laurie McCown, Linda Newell and Patti Odgers DATE _____

PROGRAM COORDINATOR _____ DATE _____

DIV. CHAIR / DEPT. SUPV. _____ DATE _____

COMMITTEE APPROVAL /CHAIR _____ DATE _____

COCONINO COMMUNITY COLLEGE
PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS

PILOT PROJECT PROPOSAL

DATE SUBMITTED 10/95 PROJECT TITLE Business Participation Phase I

INVESTIGATOR Division Chair DISCIPLINE/DEPT. Technology Division

BRIEFLY SUMMARIZE THE PROJECT IN THE FOLLOWING AREAS (ATTACH SUPPORTING DOCUMENTS):

CHALLENGE / NEED: Business input/recommendations concerning Vocational/Occupational Courses/Programs

GOALS:

OBJECTIVES OF PROJECT Address specific Vocational/Occupational Courses and Programs content for usefulness and viability to a Vocation/Occupation.

PROJECTED TIMELINE FOR PROJECT FROM 96 TO 97

TOTAL ESTIMATED HOURS 80 ADDITIONAL RESOURCES _____

PROCESS:

ACTIVITIES/TECHNIQUES Questionnaires sent to Businesses/Organizations with Roundtable or AdHoc Com. Being a natural outcome.

MEASUREMENT INDICATORS Student and Business Response forms that indicate effectiveness and usefulness of the Course/Program.

EXPECTED BENEFITS:

AREA FOR IMPROVEMENT Program Content keeps pace with current practices, technology and needs.

DISSEMINATION OF RESULTS Institution wide upon request, discipline specific as available.

SIGNATURES:

INITIATOR Yusuf Faruq Abd-al-Hakim DATE 10/95

PROGRAM COORDINATOR _____ DATE _____

DIV. CHAIR / DEPT. SUPV. _____ DATE _____

COMMITTEE APPROVAL /CHAIR _____ DATE _____

Business Participation Pilot Project - Phase I

Need: There is a need for the Technology Division to allow and encourage the business community to provide input with regards to course and program content. A majority of these courses are vocational or occupational in nature. By getting input from business regarding these courses and programs, CCC can maintain their usefulness and viability.

Business practices, techniques and technology change very rapidly and CCC must keep it's vocational and occupational courses and programs in step with those changes. In addition, business community input will help foster business participation and an improved perception of CCC as a "community college".

Timeline: Start Spring 96 with selection process, mailing etc... with recommendation implementation starting in Fall 96 continuing through Spring 97.\

Process: Mailing of questionnaires to pre-selected businesses for their responses and potential future participation in forums. Criteria for selection would of course be those businesses and organizations that would have a need for graduates of CCC Vocational or Occupational programs.

Benefits: Vocational and Occupational courses and programs that are concise and in step with the needs of business community CCC serves.

Business Participation Pilot Project - Phase II

Essentially a follow-up survey to Phase I participants with the intent of permanent implementation of business community input. This phase will also allow for fine-tuning of the process.

COCONINO COMMUNITY COLLEGE
PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS

PILOT PROJECT PROPOSAL

DATE SUBMITTED 10/95 PROJECT TITLE Business Participation Phase II

INVESTIGATOR Division Chair DISCIPLINE/DEPT. Technology Division

BRIEFLY SUMMARIZE THE PROJECT IN THE FOLLOWING AREAS (ATTACH SUPPORTING DOCUMENTS):

CHALLENGE / NEED: Business input/recommendations concerning Phase I

GOALS:

OBJECTIVES OF PROJECT Evaluate Phase I

PROJECTED TIMELINE FOR PROJECT FROM 96 TO 97

TOTAL ESTIMATED HOURS 40 ADDITIONAL RESOURCES _____

PROCESS:

ACTIVITIES/TECHNIQUES Follow-up questionnaires to Participants in Phase I

MEASUREMENT INDICATORS Answers and judgements presented by Respondents

EXPECTED BENEFITS:

AREA FOR IMPROVEMENT _____

DISSEMINATION OF RESULTS Institution wide upon request, discipline specific as available.

SIGNATURES:

INITIATOR Yusuf Faruq Abd-al-Hakim DATE 10/95

PROGRAM COORDINATOR _____ DATE _____

DIV. CHAIR / DEPT. SUPV. _____ DATE _____

COMMITTEE APPROVAL /CHAIR _____ DATE _____

COCONINO COMMUNITY COLLEGE
PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS
PILOT PROJECT PROPOSAL

DATE SUBMITTED 11/21/95 PROJECT TITLE College Algebra Study
INVESTIGATOR Math Dept. DISCIPLINE/DEPT. Math Dept.

BRIEFLY SUMMARIZE THE PROJECT IN THE FOLLOWING AREAS (ATTACH SUPPORTING DOCUMENTS):

CHALLENGE / NEED: Wish to verify the benefit of changing from 3 credits to 4 credits

GOALS:

OBJECTIVES OF PROJECT Validate need for 4 credits vs. 3 credits

PROJECTED TIMELINE FOR PROJECT FROM _____ TO _____

TOTAL ESTIMATED HOURS 40 ADDITIONAL RESOURCES ?

PROCESS:

ACTIVITIES/TECHNIQUES Use records data completion rate at 3 credits vs. completions rate at 4 credits.

MEASUREMENT INDICATORS _____

EXPECTED BENEFITS:

AREA FOR IMPROVEMENT We expect to show that 4 credits are needed for College Algebra rather than 3 credits

DISSEMINATION OF RESULTS Math Dept.

SIGNATURES:

INITIATOR Math Dept. DATE 11/21/95

PROGRAM COORDINATOR _____ DATE _____

DIV. CHAIR / DEPT. SUPV. _____ DATE _____

COMMITTEE APPROVAL /CHAIR _____ DATE _____

COCONINO COMMUNITY COLLEGE
PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS
PILOT PROJECT PROPOSAL

DATE SUBMITTED 11/21/95 PROJECT TITLE Intermediate Algebra to College Algebra pre-requisite study

INVESTIGATOR Math DISCIPLINE/DEPT. Math Department

BRIEFLY SUMMARIZE THE PROJECT IN THE FOLLOWING AREAS (ATTACH SUPPORTING DOCUMENTS):

CHALLENGE / NEED: Validate quality of Intermediate Algebra pre-requisite for enrollment to College Algebra

GOALS:

OBJECTIVES OF PROJECT Same as above

PROJECTED TIMELINE FOR PROJECT FROM Spring Semester TO Summer Semester

TOTAL ESTIMATED HOURS 40 ADDITIONAL RESOURCES ?

PROCESS:

ACTIVITIES/TECHNIQUES Use existing records data

MEASUREMENT INDICATORS Compare success rate of those who test into College Algebra with those who take Intermediate Algebra

EXPECTED BENEFITS:

AREA FOR IMPROVEMENT We expect to show that our Intermediate Algebra properly prepares students for success in College Algebra

DISSEMINATION OF RESULTS Math Dept.

SIGNATURES:

INITIATOR Math Dept. DATE 11/21/95

PROGRAM COORDINATOR _____ DATE _____

DIV. CHAIR/DEPT. SUPV. _____ DATE _____

COMMITTEE APPROVAL /CHAIR _____ DATE _____

COCONINO COMMUNITY COLLEGE
PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS
PILOT PROJECT PROPOSAL

DATE SUBMITTED 1/17/95 PROJECT TITLE _____

INVESTIGATOR Student Services DISCIPLINE/DEPT. Math

BRIEFLY SUMMARIZE THE PROJECT IN THE FOLLOWING AREAS (ATTACH SUPPORTING DOCUMENTS):

CHALLENGE / NEED: To assess CCC graduating students satisfaction with their education

GOALS:

OBJECTIVES OF PROJECT Determine strengths and weaknesses of curriculum and
certificate programs.

PROJECTED TIMELINE FOR PROJECT FROM May TO November

TOTAL ESTIMATED HOURS Depends on how many survey questions. (100 hours
approximately.) ADDITIONAL RESOURCES _____

PROCESS:

ACTIVITIES/TECHNIQUES Individual satisfaction questionnaire included with
graduation packet. Six month follow-up telephone survey of same individuals.

MEASUREMENT INDICATORS Responses to questionnaire and telephone survey

EXPECTED BENEFITS:

AREA FOR IMPROVEMENT To assess graduating student's satisfaction with
education and effect on employability

DISSEMINATION OF RESULTS To assessment and PIE for further consideration

SIGNATURES:

INITIATOR Victoria Haviland

DATE 11/17/95

PROGRAM COORDINATOR Maxie Inigo

DATE 11/17/95

DIV. CHAIR / DEPT. SUPV. _____

DATE _____

COMMITTEE APPROVAL /CHAIR _____

DATE _____

COCONINO COMMUNITY COLLEGE
PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS
PILOT PROJECT PROPOSAL

DATE SUBMITTED 11/20/95 PROJECT TITLE Fast Track Windows Class
INVESTIGATOR Jeff Rhode DISCIPLINE/DEPT. CIS

BRIEFLY SUMMARIZE THE PROJECT IN THE FOLLOWING AREAS (ATTACH SUPPORTING DOCUMENTS):

CHALLENGE / NEED: To increase enrollment in CIS courses on weekends; to smooth out demand on computer labs; to provide students an opportunity to complete the full semester Windows class in 5 weeks; to provide working adults an opportunity to take Windows after work and on weekends.

GOALS:

OBJECTIVES OF PROJECT To fulfill the needs listed above.
PROJECTED TIMELINE FOR PROJECT FROM 1/19/95 TO 2/17/95
TOTAL ESTIMATED HOURS 40 ADDITIONAL RESOURCES None

PROCESS:

ACTIVITIES/TECHNIQUES CIS 112, Intro to Windows, will be taught on a 5-week schedule. It will meet on Friday nights from 6-10 p.m and Saturday mornings from 9am - 1 pm for the first five weeks of the semester.

MEASUREMENT INDICATORS The measurement indicators will be: enrollment numbers, retention numbers/rate, student survey on effectiveness (to be developed later)

EXPECTED BENEFITS:

AREA FOR IMPROVEMENT Expected benefits include: demand on computer labs smoothed out somewhat, students happy because they can get Windows out of the way in 5 weeks after work and on weekends.

DISSEMINATION OF RESULTS Results will be distributed to all Division Chairs.

SIGNATURES:

INITIATOR <u>Jeff Rhode</u>	DATE <u>11/17/95</u>
PROGRAM COORDINATOR <u>Dan Bingham</u>	DATE <u>11/20/95</u>
DIV. CHAIR / DEPT. SUPV. _____	DATE _____
COMMITTEE APPROVAL /CHAIR _____	DATE _____

COCONINO COMMUNITY COLLEGE
PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS
PILOT PROJECT PROPOSAL

DATE SUBMITTED 11/20/95 PROJECT TITLE Comparison of CIS124 and CIS224 Fast-Track 8 week courses with Regular 16 week courses

INVESTIGATOR Barbara Cress DISCIPLINE/DEPT. CIS

BRIEFLY SUMMARIZE THE PROJECT IN THE FOLLOWING AREAS (ATTACH SUPPORTING DOCUMENTS):

CHALLENGE / NEED: Will shorter, more concentrated 8-week courses affect student success, enrollment, retention, and satisfaction with the learning experience for computer application courses??

GOALS:

OBJECTIVES OF PROJECT 1. Determine if 8-week condensed course format is desirable to the student population. 2. Assess if student competencies and retention of material is enhanced by more frequent class sessions. 3. Determine if students will participate in consecutive 8-week courses.

PROJECTED TIMELINE FOR PROJECT FROM 1/16/95 TO 3/8/96 for CIS124 and 5/10/96 for CIS224

TOTAL ESTIMATED HOURS 16 ADDITIONAL RESOURCES None

PROCESS:

ACTIVITIES/TECHNIQUES Please see attached.

MEASUREMENT INDICATORS Please see attached.

EXPECTED BENEFITS:

AREA FOR IMPROVEMENT Gain information concerning students' preferences for and success in courses of varying durations in order to improve CIS application course offerings to accommodate student population and enhance student success. If the pilot 8-week courses prove to be successful, plan to develop a variety of courses in the 8-week format.

DISSEMINATION OF RESULTS All CIS faculty and the 3 Division Chairs.

SIGNATURES:

INITIATOR Barbara Cress

DATE 11/17/95

PROGRAM COORDINATOR Dan Bingham

DATE 11/20/95

DIV. CHAIR / DEPT. SUPV. _____

DATE _____

COMMITTEE APPROVAL /CHAIR _____

DATE _____

Brief Explanation

In the Spring 1996 semester I will teach an 8-week CIS124 Intro to WordPerfect course followed by an 8-week CIS224 Advanced WordPerfect course. Students may enroll for either or both courses. Students will meet twice a week in order to cover the same material normally presented in a full semester. We (the CIS faculty and Dan Bingham, Division Chair) would like to determine if students are interested in this condensed format, if the format influences their learning experience, and would students enroll in the first course and feed into the second course.

There will be other sections of CIS124 and CIS224 presented in the full-semester format during the same timeframe. I personally will be teaching both an 8-week and a 16-week format in CIS224; therefore, the comparisons would be the most controlled (same instructor, text, presentation, assignments, tests, evaluation methods.)

Activities

Surveys:

CIS124 6-week class
CIS124 8-week class
CIS224 16-week class
CIS224 8-week class

(develop short questionnaire to be administered during class time)

Interviews:

Meet with randomly selected students midway through the courses and again at the end of courses to gain their perceptions related to their personal success and understanding and course format (develop standardized questions)

Meet with advisors to gain impressions of how students responded to shortened courses (subjective comments)

Monitor:

Enrollment rates
Retention rates

Evaluate:

Test scores
Completion rate of class projects
Final course grades

Measurement Indicators

Surveys:

analyze the results of surveys to determine students' satisfaction with course length and learning experience
Compare results of 8-week courses with their 16-week counterparts

Interviews:

Analyze the students' responses to determine to if there are differences in the "comfortability" level with the software based on frequency of weekly sessions.

Determine if advisors felt students liked or disliked or were neutral to the idea of 8-week courses versus 16-week courses

Enrollment/Retention rates:

Compare enrollment figures to determine if there is an interest in the 8-week format

Determine if there is a difference in Retention rates of the 8-week versus the 16-week courses.

Evaluate:

Determine if there are differences in the completion rate of projects and performance on written exams based on the 8-week format

COCONINO COMMUNITY COLLEGE
PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS
PILOT PROJECT PROPOSAL

DATE SUBMITTED 11/20/95 PROJECT TITLE Learning Assistance in the Flagstaff and Page Computer Labs

INVESTIGATOR Diedra Silbert DISCIPLINE/DEPT. Computer Labs in Page and Flagstaff LEC

BRIEFLY SUMMARIZE THE PROJECT IN THE FOLLOWING AREAS (ATTACH SUPPORTING DOCUMENTS):

CHALLENGE / NEED: Neither the LEC nor the computer lab currently employs computer learning assistants for CIS students. Students have communicated a need form more instructional support in the lab that the current lab aides are able to provide. The challenge is to provide this support in the most efficient way possible which satisfies students' needs.

GOALS:

OBJECTIVES OF PROJECT 1. To provide students with adequate learning assistance in the computer labs. 2. To assess whether students' perceptions of their ability to learn computer-related material improves when provided with this form of learning assistance. 3. To assess whether instructor's perceive learning assistance in the computer lab to be useful to their students. 4. To help faculty and students in computer-related programs appreciate the role of learning assistance in the learning process.

PROJECTED TIMELINE FOR PROJECT FROM 1/8/96 TO 6/7/96

TOTAL ESTIMATED HOURS undetermined as yet

ADDITIONAL RESOURCES A variety of individuals are involved in this project: Marianne Schmidt and Lynn Moksvold in Page, Diedra Silbert, Susan Fraker, Vicki Fishco, Jeff Rhode, Dan Bingham, an as-yet-not-hired Instructional Assistant. Clerical help will be needed to compile survey results.

PROCESS:

ACTIVITIES/TECHNIQUES Hire computer Instructional Assistants to provide small group assistance in the computer labs (with Basic Grant, Disability Resources, and possibly other funding). Provide learning assistance training. Track requests for Specialists' assistance and services provided to students. Survey students who received services at end of semester. Survey instructors of these students.

MEASUREMENT INDICATORS Survey students at end of semester; interview faculty involved.

EXPECTED BENEFITS:

AREA FOR IMPROVEMENT We hope students will receive the learning assistance they want in the computer labs -- to increase student satisfaction with the labs, improve retention, help students succeed in computer-related courses, and increase employee success in the workplace.

DISSEMINATION OF RESULTS Computer labs, LEC CIS faculty, Division Chairs, Disability Resources Coordinator, Vocational Counselor and the public?

SIGNATURES:

INITIATOR Diedra Silbert DATE 11/17/95

PROGRAM COORDINATOR Dan Bingham DATE 11/20/95

DIV. CHAIR / DEPT. SUPV. _____ DATE _____

COMMITTEE APPROVAL /CHAIR _____ DATE _____

COCONINO COMMUNITY COLLEGE
PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS
PILOT PROJECT PROPOSAL

DATE SUBMITTED 11/22/95 PROJECT TITLE Spanish for Native Speakers
INVESTIGATOR Barb Eickmeyer DISCIPLINE/DEPT. Liberal Arts/Languages

BRIEFLY SUMMARIZE THE PROJECT IN THE FOLLOWING AREAS (ATTACH SUPPORTING DOCUMENTS):

CHALLENGE / NEED: Many Native Speakers of Spanish take SPA101, 102 or Conversational classes. What are they learning? Why don't they sign up for SPA103?

GOALS:

OBJECTIVES OF PROJECT assess value of SPA103. To design better methods of instruction for Native Speakers.

PROJECTED TIMELINE FOR PROJECT FROM Jan. 96 TO May 96

TOTAL ESTIMATED HOURS 20 ADDITIONAL RESOURCES \$100.00

PROCESS:

ACTIVITIES/TECHNIQUES Assess enrollment in SPA103. Survey Native Speakers in current classes. Compare with other colleges. MEASUREMENT INDICATORS Enrollment numbers in SPA103, number of Native Speakers enrolled in other Spanish classes. Survey results.

EXPECTED BENEFITS:

AREA FOR IMPROVEMENT Instruction, success of students who are not Native Speakers.

DISSEMINATION OF RESULTS Languages Dept., advisors, assessment (PIE)

SIGNATURES:

INITIATOR Barb Eickmeyer DATE _____

PROGRAM COORDINATOR _____ DATE _____

DIV. CHAIR / DEPT. SUPV. _____ DATE _____

COMMITTEE APPROVAL /CHAIR _____ DATE _____

Another Pilot Test Proposal

Commercially Available Assessment Instruments:

ACT (American College Testing) Program: The CAAP (College Assessment of Academic Proficiency) is an achievement assessment program designed to help postsecondary institutions improve teaching and enhance student learning. CAAP offers individual test modules in reading, writing, mathematics, science reasoning, and critical thinking. Several designs can be used to measure change in general education skill (as opposed to content) areas. There is an annual CAAP Participation fee of \$275.00. Cost per student: \$13.50 for two to five objective tests; \$2.50 to \$13.50 per writing test depending on which one and who grades. We propose commencing longitudinal comparisons of incoming and graduating students with tests of this year's entering freshmen in English and Math courses.

The Higher Education Research Institute at UCLA's Cooperative Institutional Research Program (CIRP)

1. Freshman Survey is designed to profile the entering freshman class and provide information useful in program and policy areas:

- * admissions and recruitment
- * academic program development and review
- * institutional self-study
- * longitudinal research about the impacts of campus policies and programs

The four-page survey instrument covers:

- * demographic characteristics
- * secondary school experiences
- * college finances
- * orientation towards college
- * expectations of the college experience
- * degree goals and career plans
- * attitudes, goals and life plans

COSTS: basic institutional charge of \$300.00 plus \$1.00 per student fee for processed questionnaires.

2. The College Student Survey provides outcomes assessment and is "especially effective" when used with the CIRP freshman survey to develop longitudinal student data. The survey focuses on student experiences during college, and includes items that measure satisfaction with key aspects of the college experience. Costs?

We are proposing a cross-sectional survey in which we compare this year's graduates with this year's entering freshman class - a "quick and dirty" (not particularly valid) to get us started.

Appendix E
CCC 1995-96 Year-End Reports

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Year-End Narrative Report

Academic Standards Accomplishments 1995-96

District Governing Board Assessment Policy 8/30/95 Statement was presented by Assessment of Student Academic Achievement (ASAA) project team to Academic Standards to be included in the Assessment Plan and other College documents. Approved by Academic Standards and sent on to College Leadership Team (CLT) with recommendation that the policy be presented for approval by the District Governing Board.

Student members procedures 9/13/95 Students wanting to be on Academic Standards committee will be filling out an Academic Standards Student Membership Application and be interviewed. P. Sprengeler to interview, J. Baker to mentor thereafter.

Academic Standards Student Membership Application 9/27/95 Academic Standards approved application.

Policy Statement for Placement Testing 9/27/95 Academic Standards approved statement and determined that students will not be allowed to retake the placement tests an infinite number of times.

GPA Formula for Catalog 10/11/95 Academic Standards approved and sent to CLT.

New policy for Institutional Effectiveness 10/18/95 Academic Standards contrived policy that all Institutional Effectiveness be reviewed by Academic Standards for input.

Forms updated 11/29/95 Academic Standards approved the updating of the following forms: "Request for Substitution of Degree or Certification Requirements" and "Waiver: Enrollment Against Advice".

Policy Statement for Academic Standards 11/29/95 Academic Standards contrived and approved.

Recommendations made for PIE Committee 11/29/95 Academic Standards recommended that PIE adopt certain criteria in the approval of pilot projects.

Recommendation to the Math Dept. 1/31/96 Academic Standards suggested that Math Dept. send written documentation to CLT regarding the approval of a new placement software package.

Special Topics Contract 2/14/96 Updated contract approved and sent to CLT.

S/U Grade Policy 2/14/96 Proposal was made that an S grade may be applied to any CCC Associate degree and some certificates, but may not be transferable. The grade S is equivalent to a "C".

Assessment Statement for Catalog 2/28/96 An Assessment Statement contrived and approved by Academic Standards, to be placed in catalog between Assessment (Placement) and Advisement.

Satisfactory Academic Progress 2/28/96 Approved revisions for Satisfactory Academic Progress Policy for financial aid recipients.

Audit Fee Drop 3/6/96 Approved deleting the procedure for charging audit fees for classes at CCC.

General Education Values Statement in Catalog 3/20/96 Modifications of statement approved.

S/U grade language in Catalog 3/20/96 Language was modified and approved.

Refund Policy for Financial Aid recipients for Catalog 3/20/96 Modifications made and approved for catalog.

Credit for Prior Learning 3/25/96 Catalog language modified regarding CCC transfer credit procedures.

Advising Statement for Catalog 4/3/96 Updated and approved, sent to CLT.

Clarification of forms to use when addressing the Academic Standards committee 4/3/96 Anything appearing in Catalog goes on Policy Adoption/Modification form. Other items to be approved go on Action form.

General Education Values Statement 4/17/96 Academic Standards recommended to Curriculum committee that Transfer Degrees and Terminal Degrees be deleted from the summary of General Education core curriculum requirements.

Year-End Narrative Report

Curriculum Committee Accomplishments 1995-96

The Curriculum Committee began the year by obtaining new members and electing a new chair and co-chair. With the redefinition of the faculty divisions, six faculty were chosen to represent the three instructional divisions. To improve communication with Page, the membership structure was changed to include one faculty member from Page.

With the new membership established, the curriculum committee set the following goals for the year:

1. Revise the policy manual.
2. Review and act upon submitted curriculum.
3. Clarify which curricular items are affected by the new state policies.
4. Establish time lines for curriculum proposals that are affected by the new state policies.

The Committee had a successful year in that it accomplished these goals for the most part and more. Together we revised a critical portion of the procedure manual regarding creating the course outline. The information is now more straightforward with examples and lists that will aid the initiator in creating a clean and clear document for the curriculum committee to review.

The committee will continue to edit the manual with plans for more examples to be inserted and an examination of the forms that are in the manual.

The committee reviewed many curriculum items. Many were returned for either major or minor changes in the course outlines or justification statements. Most were recommended for approval.

It was determined that the programs that will be affected by the state are new certificates and degrees. The time lines have yet to be tested to see if an adjustment is necessary when an initiator is asking for a new certificate or degree.

The Curriculum Committee added an ex-officio member this year from Northern Arizona University. We decided to add this member for two major reasons. Coconino Community College has a representative that sits on NAU's curriculum committee, and to increase communication and understanding between NAU and CCC in the area of curriculum. This ex-officio member may be changed to a voting member. This decision will be made by the committee at the beginning of the Fall 1996 semester.

Year-End Narrative Report

Student Evaluation Task Force Accomplishments 1995-96

RE: Proposal -- **Just a proposal**

The Student Evaluation Task Force was charged with making recommendations concerning the purpose of student evaluations, the procedures that should be followed for implementing them, and designing an evaluation instrument.

The committee has thoroughly discussed the problems and issues relevant to these questions, conducted focus groups with administrators, faculty and students, and received additional suggestions from both full-time and associate faculty. We would now like to provide faculty with a summary of the information and an initial draft of the proposal. We are in the process of collecting and reviewing instruments and will continue that process in the fall.

We **strongly** encourage your written or verbal comments. Please direct your comments to one of the following task force members: Jim Rhodes, Barbara Cress, Kate Kozak, Joan Zumwalt.

PROPOSAL FOR STUDENT EVALUATION PROCEDURES

PURPOSE:

Based on the information obtained by the task force the primary purposes for student evaluations are:

- * Faculty improvement
- * Student participation
- * Course evaluation
- * Faculty evaluation

COMPONENT OF FACULTY EVALUATION:

Student evaluations should be weighted according to the teaching load of the instructor (30-50%). Instructors teaching less than a full load will be evaluated on those responsibilities related to their release time; therefore, their teaching responsibilities are weighted less proportionately.

- ex: teach 9 credits - 30%
 teach 12 credits - 40%
 teach 15 credits - 50%

NOTE: It became evident during focus groups that student evaluations may be even more significant (and carry greater weight) as a tool for assessing associate faculty because there is little else to evaluate classroom instruction other than student evaluations and classroom evaluations. Full-time faculty are involved in activities other than classroom instruction. Perhaps separate guidelines need to be developed for associate faculty evaluations.

This is beyond the scope of the current Student Evaluation Task Force or the Faculty Evaluation Task Force.

TIMING OF EVALUATIONS:

A student evaluation instrument will be administered in each class TWICE a semester:

- 1) Student evaluations would be administered at a uniform time under uniform conditions across the college
- 2) Interim evaluation during week 5 or 6 using a shorter instrument (mainly quantitative) with the primary purpose of improving the current class, detect problems (student concerns). The results of the interim evaluation are not part of the formal faculty evaluation and do not become part of the personnel file. The results would be given to faculty and coordinator/division chair as soon as possible.
- 3) Final evaluation administered during the last 2 weeks of class for the primary purpose of evaluating the instructor's performance and the course. The final evaluation is part

of the faculty evaluation process and becomes part of the permanent personnel file. The results are provided to the instructor after the semester ends.

4) Faculty should continue to have the option of administering additional evaluations whenever they choose and to utilize the data for personal development and/or evidence of teaching effectiveness. Additional evaluation forms should be approved by appropriate coordinator/division chair.

PROCEDURES FOR ADMINISTERING EVALUATIONS

1) Students should be informed that an evaluation will be given at least one class meeting in advance

2) Evaluations should be placed in envelopes for distribution

3) The individual administering the evaluation should be someone other than the instructor

4) Cover sheets stating the purpose of the evaluations should be read to students by the person administering the evaluation

5) Evaluations should be administered at the beginning of class with at least 15 minutes provided for students to complete the form

6) Forms should be placed into the envelope, it should then be sealed and delivered to a "designee" by the administering individual

RESULTS OF STUDENT EVALUATIONS

Student evaluation data should be used by the college/division to identify significant trends and issues pertaining to the instructor's teaching, of the purpose of developing improved teaching strategies.

1) full-time faculty - the evaluation results should be available to the evaluation "team" and become a component of the faculty evaluation process.

2) associate faculty - the results should be reviewed by a team of full-time and/or associate faculty and coordinator/division chair. A conference with the team and the instructor may be arranged at the discretion of the coordinator/division chair. The evaluation results become a component of the associate faculty evaluation process.

Year-End Narrative Report

Full-Time Faculty Evaluation\Probation Task Force Accomplishments 1995-96

This task force met throughout the Spring 1996 semester with a charge to review and revise the length of probation and the performance evaluation process for full-time faculty members at CCC. The task force members were:

Ray Battee, Faculty,	Rhonda Howard, Faculty,
Bryan Bates, Faculty,	Candice Corrigan, Faculty,
Chris Braun, Faculty,	Marty Lara, Faculty,
Barb Eickmeyer, Faculty,	
Theresa Alvarado, Director of Human Resources,	
Steve Miller, Faculty, (task force chair)	

The task force began the work by obtaining information from almost all other community college's in the state and a few others from out-of-state. As the task force began to revise the probation period and the evaluation process, information was presented to the faculty for their input and feedback. Information was presented in four faculty meetings and drafts of the procedures were given to all faculty members throughout the semester.

Using all the feedback given, the task force held an open forum on these issues on May 7, 1996. From this open forum the final draft of the procedures was developed and forwarded to all full-time faculty for a consensus vote. The procedures were passed with 100% agreement from all full-time faculty with one additional duty for the task force to devise a "reduction in force" procedure along with an already agreed upon task of revising the evaluation tools.

On May 14, 1996, the proposal was given to Dr. Dan Fishco, Vice President for Educational Services for approval and implementation in the 1996/97 academic year. Attached is a copy of the proposal.

Note: Proposal has not been approved as of 8/30/96.

PROPOSAL FOR FULL-TIME FACULTY PROBATIVE/EVALUATION PROCEDURES

PHILOSOPHY

The primary reason for evaluation of full-time faculty is to improve instruction. This system will encourage instructional excellence through increased communication among students, faculty, and administrators. The faculty evaluation policy and procedures will

- * Identify the strengths of the faculty member
- * Allow for recognition of individual differences with regard to accomplishments and performance
- * Accommodate differences in programs and disciplines
- * Address the following role expectations of the faculty member: teaching, professional/personal development, and service to the college/community
- * Assist the faculty member in identifying behaviors needed to perform effectively, being aware of standards of performance, appraising current level of performance, receiving feedback, and reinforcing professional growth
- * Encourage faculty contribution to the college, to the profession, and the personal as well as professional goals
- * Be based upon information gathered systematically from students, faculty, administrators, and other sources as specified by the faculty member and the review panel
- * Be formative and summative in nature, addressing issues dealing with, and procedures relating to, quality of performance and employment status.

Informal visits can and may be performed by Division Chairs or review panel members at any time during employment.

1. Probationary Period Each new full-time faculty member will serve a probationary period of two years.
2. How are Current Faculty Integrated into these Procedures:

Hired during:

1991/92	Are given continuing status as of the 1996/97 academic year.
1992/93	Are given continuing status as of the 1996/97 academic year
1993/94	Will serve one year of probation (1996/97) using these procedures for continuation
1994/95	Will serve one year of probation (1996/97) using these procedures for continuation
1995/96	Will serve one year of probation (1996/97) using these procedures for continuation
1996/97	Implement these procedures

3. Review Panel Structure During Probation

Probationary Period: The review panel for each faculty member will consist of the following members:

- A. Division Chair (Vice President for Educational Services will serve on the review panel for the Division Chair)
- B. Full-time faculty member within same or related discipline
- C. Full-time faculty/mentor

4. Review Panel Structure During Continuation

Continuation Status: The review panel of each faculty member will consist of the following members:

- A. Division Chair (Vice President for Educational Services will serve on the review panel for the Division Chair)
- B. Full-time faculty/mentor

Following are guidelines for the panel members:
(Both panel structures will use these guidelines)

If the panel/division deems necessary, a "loaned" faculty from another institution may participate on the panel

Full-time faculty members selected to the panel will be by consensus by the Division Chair and division members

The Mentor will be someone not on probationary status, has agreed to participate, and is selected by consensus by the Division Chair and division members

Faculty members may not serve on one another's panels concurrently

5. Recommendations at the End of Each Year of Probation

If the review process is not completed within the required time frame, employment for an additional year will automatically occur.

By no later than Feb. 28 of the first year, the review panel will make a recommendation to the Vice President for Educational Services, which then goes to the President and the District Governing Board, for the faculty member to be:

- 1. retained, or
- 2. non-renewed

By no later than Feb. 28 of the second year, the review panel will make a recommendation to the Vice President for Educational Services, which then goes to the President and the District Governing Board, for the faculty member to be:

1. be retained and changed to continuing status,
2. extend the probationary period for one additional year (only one extension can be granted), or
3. non-renewed

If the probationary period is extended, by no later than Feb 28 of the third year, the review panel will make a recommendation to the Vice President for Educational Services, which then goes to the President and the District Governing Board, for the faculty member to be:

1. retained, or
2. non-renewed

During the probationary period, a non-renewed faculty member shall not be entitled to the grievance procedure following or prior to a decision of non-renewal as outlined in 443.1.4 Probationary Status Procedures.

6. Recommendations at the End of Each Year of Continuation

By no later than Feb 28 of each year, every full-time faculty member who has completed his/her probationary period shall have performance evaluations completed by the review panel with the recommendations forwarded to the Vice President for Educational Services, which then are approved by the President and the District Governing Board.

During continuing status, if the faculty member does not agree with the review panel's recommendation or the Vice President's, President's, or District Governing Board's approval, is entitled to the grievance procedure following or prior to a decision of non-renewal as outlined in 450.3 Complaint and Grievance Resolution Procedures.

7. Non-Renewal of Faculty with Continuing Status

If non-renewal is recommended for a faculty on continuing status, the Vice President of Educational Services shall notify the faculty member in writing after a pre-disciplinary hearing conference has taken place and is subject to ratification by the District Governing Board.

The faculty member is entitled to the grievance procedures as outlined in 450.3 Complaint and Grievance Resolution Procedures. Based on these procedures the decision of the Board shall be final.

Non-renewal or Dismissal

Continuing faculty members shall be dismissed/non-renewed only under the following provision. Such an employee shall not be dismissed except for sufficient cause, and is entitled to the grievance procedure.

A. Aiding and abetting or participating in 1) any unlawful act of violence, 2) any unlawful act resulting in destruction of community college property, or 3) unlawful interference with the orderly conduct of the education process.

B. Financial emergency as declared by the District Governing Board and the lack for a continuing position.

C. Change or elimination of an instructional or student services program, or the need to shift a position or resources to another department, or the need for an alternative instructional program or service may dictate whether the individual is to be renewed.

8. Breaks in Employment

1. Leave of Absence: The faculty member will return with status in which he/she left
2. Interim Assignment: The faculty member will return with status in which he/she left

Year-End Narrative Report

Benefits Committee Accomplishments 1995-96

DT: 4/30/96

RE: Year end narrative: Benefits, Classification and Banding, and Professional Development Committees

Benefits Committee: The agenda for the committee is set by the Northern Arizona Public Employees Benefit Trust (NAPEBT) of which CCC is one member. There has been no significant change in the benefits offered by NAPEBT this year.

Classification and Banding Committee: The committee met and reviewed 11 position classification appeals (six with full desk audits) for FY 95-96. Of the 11 appeals, the committee recommended that six of these positions be reclassified.

The recommendations were upheld by the President, with the exception of one of these positions which the President approved an additional advancement of one subgrade under the stipulation that the position be assigned additional duties and responsibilities.

Professional Development Committee: The activities of the committee are highlighted below: (as copied from the PROGRAM OF WORK 1995-96, Professional Development Committee)

This document provides an overview of the work that the Professional Development Committee undertook during the academic year 1995-1996. Specifically included are the committee's accomplishments and future goals. An addendum is provided which includes supporting documents.

General Information

The Professional Development Committee met nearly every two weeks on Friday afternoons. The tenure of each committee member, representing all areas at CCC, was determined through an impartial drawing of numbers. The results are reflected in the table below:

<u>Committee Member</u>	<u>Area</u>	<u>Appointment</u>
Theresa Alvarado, Chair	College Leadership Team	Permanent
Jerry Baker	Full-time Faculty	3 years
Ray Battee	Full-time Faculty	3 years
Victoria Haviland	Classified Staff	3 years
Jan Jackson	Professional	3 years
Dale Kraus	Administrative	2 years
Pattie Odgers	Full-time Faculty	2 years

Janice Pulley
Billie Swanson

Associate Faculty
Page Campus

2 years
2 years

Accomplishments

1. The committee established a Professional Development Policy Statement which follows:

Coconino Community College supports and encourages a variety of activities to improve skills, knowledge, and attitudes of all employees in an effort to enhance effectiveness and student success. The President or designee is responsible for establishing a committee and procedures to ensure all employees of the College are afforded opportunities for professional growth and development.

This statement guides members by defining professional development and the criteria on which funding requests will be allocated. The process agreed upon by committee members to direct funding allocations is: 1) requests must be related to the mission and policy statements, 2) individuals requesting funds must make a brief presentation to the entire committee not to exceed 5-10 minutes, and 3) a decision will be made subsequent to that presentation.

2. The budget for 1995-96 was \$25,000.00 Distribution of funds follows.

<u>Professional Funds Expenditure</u>	<u>Amt. Requested</u>	<u>Amt. Funded</u>
Professional Development Requests		
Received from Faculty & Staff	\$ 39,760.	\$ 14,654.
Fall 1995 Convocation		4,064.
Spring 1996 Convocation		2,296.
End-of-year Recognition for All Employees		1,992.
Funds not used		1,994.
Grand Total		\$ 25,000.

3. The committee established the process to be used by faculty and staff when requesting funds from this committee.
4. The committee developed its Mission Statement.
5. The committee met with Dr. Mimi Valek (guest speaker at Spring Convocation) regarding professional development programs, activities, suggestions, and experiences. She shared pamphlets used at Arizona Western College which the committee will use to develop CCC info pamphlets re: professional development opportunities.

6. The committee sponsored recognition programs for the full-time faculty and student employee of the year. Barb Eickmeyer was named teacher of the year and Glenn Fertig was named student employee of the year.

Year-End Narrative Report

Budget Committee Accomplishments 1995-96

The Budget Committee started meeting in November 1995 with the following process:

Guidelines were distributed to budget managers. The guidelines contained important revenue and expenditure information, as well as forms to create departmental budgets and relate expenditures to the overall mission of CCC and the Strategic Plan.

Each department formulated individual budgets.

Budget managers developed requests for any and all increases. The committee met on a weekly basis reviewing the budget and all requests.

Various salary schedules were prepared in an effort to satisfy "Strategic Plan Goal #2." Finally the committee selected the best plan ensuring instruction and student success was not affected.

A comprehensive communication analysis was performed including the change of our primary long-distance carrier. A \$20,000.00 savings is projected from FY96 to FY97.

Supply and other operating expenditures were reviewed by each department. One-time expenditures for initial program set-ups were realized which resulted in a significant savings from FY96 to FY97.

All projected travel for FY97 was justified by each department.

The committee developed numerous compromises for staff and operations again, enduring student success, instruction and college operation was not affected. The committee came to a consensus on 4/10/96 and the budget was balanced.

An initial presentation to the District Governing Board was made on 4/18/96. This presentation gave the DGB an overview of the budget process.

The budget was created and a preliminary copy will be sent to the DGB for review by 4/30/96. On the 5/10 meeting the budget will be thoroughly discussed at the DGB work session. It is anticipated that the DGB will approve and adopt the budget at its June 13th meeting.

Year-End Narrative Report

CCC/NAU Coordinating Council Accomplishments 1995-96

- Arranged use of Microbiology lab at NAU for microbiology classes
- Currently arranging for MAT 110 classes at NAU (5 sect. +/-)
- Refined procedures for inter-library loan as they pertain to non-print materials
- Future - new CCC campus in Page will provide space for KNAU/NPR programming
- Land Deal: CCC/NAU
- In the making: joint CCC/NAU needs assessment
- Proposal that CCC and NAU each have their own representative on the others curriculum committee
- Summer schedule offerings coordinated
- Dale K. to find out what CCC gets free? CARL? Internet?
- Major improvements: new system in Page for library acquisition will enhance process.

Year-End Narrative Report

NAU/CCC Library SubCommittee Accomplishments 1995-96

Committee Members: Jean Collins, Chair
Claudia Bakula
Tom McFadden
Nancy L. Stevenson
Jerry Baker
Dr. Candice Corrigan

The NAU/CCC Library SubCommittee met twice during fiscal year 1995-96. Primary topic of discussion was the NCA visit to CCC. T. McFadden scheduled time with N. Stevenson to look over the material Library/Media Services would be offering the NCA team concerning Cline Library. Other items were updates on InterLibrary Loan from Cline to CCC Page and discussions about allowing media InterLibrary Loan from Cline to CCC Page.

PLATO Update

I. What is PLATO?

PLATO is a comprehensive educational software package. The package includes reading, writing, English mechanics, math science, social studies, workplace skills, and life/coping skills components. It performs three basic functions: 1) it will assess a learner's current knowledge or skill level in any of these disciplines, then provide a prescription for improvement 2) PLATO also provides self paced, interactive and competency based instruction is the same, and 3) it will track learner progress and generate performance reports.

II. What will CCC do with PLATO?

Potential uses of PLATO at CCC include the following: (1) to provide open-entry/open-exit courses, for credit, at site based, electronic labs, (2) to supplement or complement CCC's current course bank by providing students an opportunity to work on filling gaps in their knowledge or skills or the opportunity to work ahead, (3) to provide pre-employment assessments to county businesses and industry, (4) to perform math and English placement testing for CCC student, and (5) to provide work skills training to CCC' student employees or those from county businesses and industry.

III. How will CCC finance PLATO?

PLATO will cost the college \$132,000, which is due by Sept.30, 1996. The CCC Board of Governors approved the purchase on the condition that the money for the software could be raised by business subscriptions to the service and donations or grants. To date, the college has successfully raised \$66,000.00.

Several entities - SRP, W.L. Gore and Associates, and the Coconino County Schools have chosen to partner with the college to make PLATO software available at their sites. Good possibilities exist for more subscribers in Northern Arizona and for grant monies to make up the balance of the debt.

IV. What are PLATO's potential impacts on traditional and non-traditional students? on the county's workplace?

PLATO will have two principal impacts on traditional and non-traditional students at CCC. First, CCC will be able to use PLATO to offer more courses for credit at its extension sites than are currently available. Course offerings are limited at these locations now because, often,

there are not enough students to get regular classes (with 10 students in each) to make. Second, the college will be able to offer self paced, peen-entry/open -exit courses through PLATO that will allow student flexible scheduling options that rare not now available in the traditional 16 week semester format.

PLATO's main impact on the county's workforce will be to provide increased opportunities for workers to develop and refine their basic academic and workplace skills. This should result in increased employee retention and productivity for county businesses.

PLATO Alternative Instruction Project
FIVE-YEAR PLAN

ONE YEAR FROM NOW: Initial purchase of PLATO will be paid for; 65 ports will be assigned, offering limited CCC student access (Flagstaff and Page); an assessment of effort will show whether intervention strategies were beneficial. Efforts will be underway to analyze data collected and write future proposals.

TWO YEARS FROM NOW: CCC Flagstaff and Page will have small, dedicated PLATO labs primarily for employees of local businesses and students taking courses with PLATO-linked curriculum.

The College will have grants which provide funds for staff, additional ports, additional vocational/industrial, PLATO-distributed software, marketing costs, research, and curriculum development to effectively serve a larger population of college students and the County's workforce.

The College will have additional partnerships with businesses and industries to deliver instructional software to users in the workplace.

THREE YEARS FROM NOW: CCC Flagstaff will be in a new facility which has a dedicated PLATO lab to accommodate 35-40 users. The College will have partnerships with major business in the County to assess and provide educational opportunities for a large percentage of employees.

The College will be active and innovative partners with School-to-work efforts at the state, local, and national levels.

CCC will combine software delivery methods with local governmental efforts to attract/maintain/expand businesses to/in the County.

FOUR YEARS FROM NOW: CCC will have expanded its PLATO offerings into the prisons, jails, and detention centers in Northern Arizona.

The College will offer "Family Learning Workshops" where children and parents come to the College, together, to take courses which are offered totally or supplemented heavily with PLATO instructional software.

FIVE YEARS FROM NOW: CCC will be linked electronically with most remote sites in the County including the County's Indian Reservations, creating real-time, distant-learning communities.

CCC will have multiple, dedicated, independent-learning software labs; PLATO will be one among other software packages; most locations within the County will run off the same server and/or through the NET.

Extensive partnering with NAU, businesses, and with other entities in the County will foster state-of-the-art, workforce education, supported primarily with revenue generated from entrepreneurial efforts and funds from industry and grants; the project will be completely self-supporting.

Revenue generated from PLATO-related ventures will be sufficient to cover all costs of the endeavor and fund the repair and replacement for at least 30% of all computers used for academic/vocational education.

1995-1996 ANNUAL REPORT



to the
DISTRICT GOVERNING BOARD
of
Coconino Community College

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EDUCATIONAL SERVICES



I. GENERAL INSTRUCTIONAL

Twenty-four full-time and approximately 175 part-time faculty served 8,000 students district-wide this past academic year. Two full-time and 32 part-time faculty served 1,156 students attending 95 classes in Page. A total of 17 classes were offered in Williams, Grand Canyon, and Kachina Village.

In November, 1995, the North Central Association visited CCC and recommended accreditation. In February, 1996, the official notification of accreditation award was received.

The faculty developed an Assessment Plan which will become operational in the fall of 1996.

A program Review model has been developed by the faculty and will become effective during the 1996-97 academic year.

The faculty and staff wrote the Educational Specifications for the new Page facility as well as for the anticipated campus facility in Flagstaff on the newly acquired gifted property.

II. DIVISIONAL ACTIVITIES

A. Occupational/Technical Education

1. Administration of Justice (AJS)

A complete revision of course offerings was made to meet all state standards and to provide transfer-ease to the universities. A cooperative linkage was established with city and county law enforcement entities to facilitate training programs. An advisory council was established.

2. Business (BUS)

Major review and revision activities have been performed to accommodate the academic transfer students as well as those students who are seeking to develop marketable skills for job searches. Advisory councils have been established in both Flagstaff and Page.

3. Computer Information Systems (CIS)

This area is the fastest growing area in the College. The growth rate has exceeded 20% annually. The demand for credit classes as well as credit-free classes is constantly increasing. The faculty has spent a great deal of time reviewing software and hardware to keep up with both the change in

technology and the demand for training on most current applications. The advisory council has played a major role in the efforts to keep current.

4. Drafting (DFT)

Alliances have been established with business and industry to ensure currency of the curriculum. An increase in demand for credit and contract training activities is anticipated as more industry comes to Coconino County. The advisory council members represent an excellent cross-section of industry representatives.

5. Hotel Restaurant Management (HRM)

This is a new curricular area for the College. Currently an advisory council is being formed and alliances with NAU solidified. Two new courses were offered this past spring semester in conjunction with our Tech-Prep Program.

6. Marine Mechanics

A new group of course offerings is being developed to meet growing needs in Page. These should be ready for scheduling in Spring, 1997.

7. Industrial Technology Construction (ITC)

Cooperative relationships with the construction industry, NAU and the Navajo Nation have provided an important element of direction for this program area. The Trade Unions are interested in partnering with CCC for training of their potential employees and the development of a better equipped workforce.

B. Mathematics - Science - Nursing - Emergency Medical Services/Fire Science

1. Division Student Enrollment

Enrollment levels have remained generally stable over the past year. The division will continue to offer the same course package during the next academic year.

In certain courses in science and math, enrollment has fallen slightly while in others it has risen. New course offerings, in particular Chemistry-100, have proven very popular.

In both the nursing and FSC/EMS programs, enrollments continue to be stable and no change is anticipated in course offerings in these areas. Two hundred fifty CCC students are currently declared as "pre-nursing" students. Eighty-four students applied for entrance to the NAU B.S.N. program. Forty-eight qualified students were admitted.

2. Strategic Plan Goals - Plan I-H

During the past academic year major strides have been made in science programs toward introducing technology into the classroom. All of the science rooms are currently equipped with permanently installed video equipment. In the main science lab, computer stations are available for student use throughout the day. During the next academic year the department intends to employ a part-time lab assistant so that these work stations will be available during non-class hours.

During the upcoming year the division intends to add a number of new software programs in all academic areas. In the math area, a series of calculator-based laboratories have been introduced and the department is developing integrated programs merging math into science. Most instructors in the math/science areas are working on the development of multi-media learning tools for classroom use.

3. Outreach

During the past year the science/math faculty have presented a series of public seminars. These seminars have proven to be popular and the program will continue next year. In April (Community College Month) the Division sponsored a science laboratory open house.

During the past year the science department has formed a relationship with the Flagstaff Festival of Science and the department agreed to participate in the 1996 program.

C. Liberal Studies/Fine Arts

The division faculty was extremely busy serving approximately 5,000 students. A major thrust of each of the disciplines was curriculum work including revision, development, and course retirement activities. A revised listing of acceptable courses that meet the General Education and Transfer General Education Core Curriculum (TGECC) courses was developed to ensure greater versatility and flexibility for transfer students to meet those requirements.

1. English

Numerous assessment projects were designed, including the development of exit requirements for students completing English-101. Through cooperative arrangements with the NAU English faculty, changes to the English-100X offerings at NAU are currently underway. The English faculty is assessing the PLATO software for its application to support English offerings.

2. Fine Arts

Cable TV offerings of Fine Arts' courses in conjunction with NAU Cable TV (Channel 4) were successfully offered in both fall and spring semesters.

Successful cultural activities were offered to the public and were all well attended. The Community Orchestra, Jazz Ensemble, College Choir and Community Band, performed admirably. The Fine Arts Department held successful art exhibits including one at City Hall in Flagstaff and another at the Museum of Northern Arizona in Flagstaff.

III. CONTINUING EDUCATION / SMALL BUSINESS DEVELOPMENT CENTER

A. Continuing Education

This past year, Contract Training has become more visible in the community. GFEC, the Chamber of Commerce, the city and the county have all participated. CCC has also formed a partnership with Wisconsin Tissue, and the SBDC incubator project has spawned interests with Cocopai for contract training and vocational/technical training. In addition, special arrangements have been made with Camp Navajo educational site to offer credit-free computer courses to the National Guard and more vocational offerings to the residents of Williams.

During the academic year, thirty two contract training and fifteen credit-free computer workshops were completed. In addition, three 12-week sessions of Aerobics classes and three CPR, Level "C" credit classes were offered.

Already, seventeen credit-free computer workshops, twelve contract training workshops, and five CRP Level "C" credit-free classes are scheduled for later this year.

B. Small Business Development Center

Over the past year, SBDC has counseled a total of 411 clients and produced 53 workshops. Also, the SBDC strategic plan was developed and implemented.

Fifteen Cooperative Economic Development Agreements were signed between Coconino Community College (SBDC) and Coconino County entities. Also, an IGA for Educational Services between the Coconino Community College District and Yavapai Community College District was completed.

In addition, the SBDC office implemented the Young Entrepreneur Series through Junior Achievement for Seniors at Flagstaff High School, and, completed the Native American Cooperative Project.

IV. PAGE EDUCATIONAL CENTER

A. Curriculum

Thanks to the development of an expanded schedule, particularly in the day hours, an increased number of students completed their educational goals (degree or certificate) this past academic year.

Research is currently underway for the development of programs in hospitality/tourism, certified nursing assistant, and marine engine repair. Credit-free workshops were also offered for local business and industry.

Contacts have been initiated with representatives of the Page Unified School District, Main Street Foundation, Rotary, The Navajo Generating Plant, ARA Mark, the City of Page and Page Hospital.

B. Communication

This past year, the personnel at CCC-Page have worked very hard on improving relationship with LeChee Votech. Also, improved communication and more positive relations between staff has been a high priority.

C. Facility

Adjustments have been made to the current lobby area to provide easier access for students, and a seating area has been added.

With help and involvement with the community, the final planning for the new campus is completed.

V. SCHOOL TO WORK

The Coconino County School To Work Partnership (CCSTWP) received a capacity building grant from the Governor's Division of School To Work in the amount of \$67,000 in March, 1996. Since March, the Partnership has been meeting monthly with the thirteen other partnerships through the coordination of the Governor's Division of

School To Work to address marketing, evaluation and technical issues. The Partnership has set up an office at CCC and hired staff and consultants. The CCSTWP has been developing, producing, and distributing School To Work information to schools, businesses, and community organizations. The CCSTWP has formed an executive board that has met once.

Four task forces have been formed in the communities of Flagstaff, Williams, Page, and the Grand Canyon headed by task force leaders. Each community tasks force is developing a plan for a School To Work system in partnership with school districts, business, community organizations, and local government.

All efforts in capacity building are directed toward identifying partners, creating partnerships, and preparing for implementation of the School To Work system this fall.

VI. TECH PREP

The Coconino County Tech Prep Consortium includes six secondary school districts represented by eight high schools and CCC, serving as the postsecondary institution. Participating school districts include: Coconino Community College; Flagstaff Unified; Grand Canyon Unified; Greyhills Academy High School; Page Unified; Tuba City Unified; and Williams Unified.

Because the Consortium purports facilitating a transition to School To Work, Excel Center Schools, Tolchii' Koooh and Navajo Community College will be invited to participate in the FY97 Tech Prep meetings and events at their own expense.

One of the accomplishments this year has been progress in articulation of the electronics curriculum between Flagstaff Unified School District and CCC. The Consortium also has been working on developing and implementing integrated curriculum in applied mathematics and applied communications. The Consortium sponsored Voc Fest at FUSD, which highlighted nontraditional careers and technology, and math and science education.

The Consortium has provided in-service training for educators and sent educators to a number of conferences for professional development. The Consortium also provided educational materials to educators with the agreement that they would give an in-service to other educators using these materials.

Some of the objectives for the coming year include working on a smoother transition for Tech Prep high school students to CCC, and also developing a better system for tracking these students.

VII. HUMAN RESOURCES / PUBLIC RELATIONS / STUDENT EMPLOYMENT SERVICES

A. Human Resources

1. College Re-Organization

In July, 1995, a re-organization of the College was implemented. The organizational wheel was designed to enhance the efficiency and functions predicated upon the College's mission and philosophy, increased efficiency, student success, a flat organization, greater empowerment of personnel at all levels, and flexibility to expand and meet the needs of a growing institution.

2. Classification and Compensation Program

This program was approved and implemented in October, 1995. The Decision Band Method to classify positions was adopted by the Board and all staff positions have been reclassified under this method. All regular staff and faculty received pay increases which brought salaries to 85% of minimum of the market for the perspective classification.

After the implementation of the program, eleven appeals were submitted for review. Six of these positions were reclassified and five remained the same.

3. Employee Handbook

An employee handbook was developed and distributed in August, 1995. Since the distribution of the handbook, five new procedures and two policies (Internship and Professional Development) have been developed, as well as seven updates to the current procedures.

4. Professional Development

A Professional Development Program was established and funded for \$20,000, to address training and development of staff and faculty.

5. Staffing Patterns

A total of thirty-seven vacancies were posted this fiscal year. Eleven of these vacancies were due to new positions and twenty-six were replacements.

The College implemented a four ten-hour day/week schedule for the summer. This schedule proved to be very effective and has been adopted for continuous use.

B. Public Relations

1. Community College Month

The Community College Month Campaign was a great success. Open Houses were held in Flagstaff, Page and Williams/Grand Canyon. A recognition ceremony for Plato partners, a President's Brunch for NAU-CEE administration/faculty, a student switch day and an arts/crafts fair were all included in the campaign.

2. CocoNotions Newsletter

Nine newsletters have been produced this year. A new design was developed to be more informative and promote successes of the institution.

3. News Releases

Over forty articles and/or releases were published in the Mountain Living Magazine, the Daily Sun, the Lake Powell Chronicle and the Community College Journal promoting College programs/activities.

C. Student Employment Services

Through communication with local businesses and agencies, students were informed of more than 100 "off" campus vacancies and approximately 50 students were placed into "on" campus positions.

Student Employment Services developed the first Student Employment Services Pamphlet to further promote student success. Also, they assisted in the planning of Career Fairs and set up the "Outstanding Student Employee of the Year" award.

VIII. STUDENT SERVICES

A. Counseling

1. Self-Pride

The Self-Pride Program (Single Parent-Displaced Homemaker) served 115 students during the 1996-97 academic year, compared to 86 students in 1995-96.

2. Disability Resources

The Disability Resources Coordinator position was partially-funded this year under a DES/Vocational Rehabilitation grant. This year, the Disability Resources office has served approximately eighty-five students in Flagstaff and three in Page. Activities of the Coordinator included providing support services to students, purchase of specialized equipment

and software, providing workshop training to faculty and staff, sponsoring ADA and Deafness workshops, and participation in the AACC Mentor Project.

The AACC Mentor Project, entitled "Improving Disability Services at Community Colleges" was undertaken to improve service provisions at our Page Campus. Through this project, CCC has received the assistance of a mentor with an extensive background in post-secondary disability services, provided workshops for the Page Community, given presentations on college and community services to students with disabilities.

B. Financial Aid

The total amount of financial aid awarded the 1995-96 academic year (including all types of financial assistance including scholarships, grants, and student employment) was \$1,649,733. There were 1551 applicants, of which 987 received aid. This is up from 981 applicants in the 1994-95 year and 109 applicants in the 1993-94 year.

C. Registration/Admissions

Numerous improvements have been made in this area. First, many new forms have been developed that make the process more consistent. The system for admissions, registration, and record keeping has improved. Upgraded computers were purchased to provide faster service. New and better coordination with advisement, instruction, financial aid and other departments has created a more user-friendly admission and registration process.

D. Learning Enhancement Center / PLATO

1. Learning Enhancement Center

This year, 2,093 students have been served in the Flagstaff LEC and 109 have been served in Page. This represents a 66% growth in students served in Flagstaff and a 28% increase in students served in Page, as compared to 1994-95.

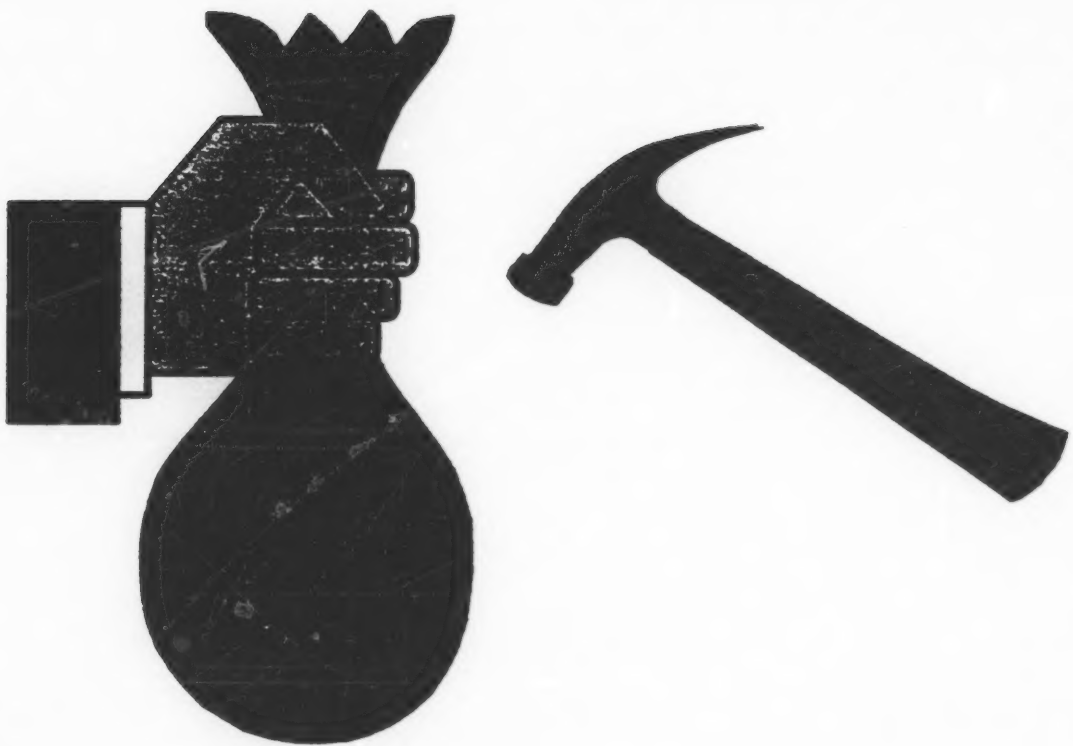
2. PLATO

Coconino Community College is making good progress toward the goal of having PLATO software available to students and foundation studies clients throughout the County. To date, subscriptions have generated \$68,000 toward the \$131,000 cost, with negotiations for sixteen ports pending.

E. Student Leadership

During this academic year, students worked together to redefine the vision and mission of what had formerly been titled "Student Government". The achievement of this endeavor was the shifting from the traditional governance or "political" model to one that emphasized leadership development and opportunities for CCC students.

Administrative Support



INTRODUCTION

The Administrative Support team had a very creative and fulfilling year. After starting the fiscal year off with seven (7) vacant positions, we advertised and recruited several highly skilled individuals who brought new expertise and insight to our team. Our information technology area has experienced the greatest turnover. To ensure that the institution has the necessary support and stays current with software updates and administrative support of the computer systems, we have decided the most cost effective approach for the next several years would be to out source the database administrator and system analyst duties. This will provide cost savings from the travel and training expenses necessary to keep personnel current on technology.

I. GENERAL ADMINISTRATIVE

We did not drown in our own sweat, but it sure felt like a river trip! We were not successful in winning the lottery, however, we enjoyed our work by having fun.

The masterplan for the Page Campus has been completed. This included the obtaining of Sallie Mae financing for the construction, the writing of an IGA with the City of Page for construction of their library on the Campus, and the completion of the design and development of an information technology systems and support plan.

By developing budget guidelines and improving the budget process, a new and improved comprehensive budget was prepared.

Again this year, we received an unqualified audit opinion on all reports.

II. PURCHASING

The number of purchase orders processed this academic year increased 49% over fiscal year 1994-95.

After thorough research, a procurement card program has been implemented. This gives specific College employees purchasing rights outside the purchase order process.

To save on the cost of large duplication runs, research was performed to centralize duplicating. A large duplicating machine was loaned to the College, at no cost, for 45 days. Due to the employee interest generated and cost savings results, a centralized duplicating area has been established.

The first sale of surplus items was conducted, during Spring break.

After researching long-distance carriers, the College changed carriers, saving 40%.

Two College vehicles were purchased; a truck for the Flagstaff campus and a van for Page. Vehicle procedures for the use of these vehicles have been developed.

Through constant negotiation, the relationship between the College and the bookstore has improved significantly.

III. ACCOUNTING AND BUDGET

After filling all open staff positions, new procedures for accounts receivable, accounts payable, payroll, grants and fixed assets were completed. This led to the development of computerized year-end audit workpapers and timely completion of comprehensive annual financial reports.

IV. INFORMATION TECHNOLOGY

Twenty six new pentium computers have been installed in the student and LEC computer labs, complete with networking capability. Access to the internet was also installed in the LEC. Faculty workstations were updated to include the world wide web browser, and administrative staff were updated with new software programs. Additionally, the information technology for the Page Campus was designed and configured.

V. GRANTS/INSTITUTIONAL RESEARCH AND REPORTING

The institutional researcher provided a major role in the development of the following proposals: Carl Perkins Basic Grant; Single Parent/Displaced Homemaker Grant; Tech Prep Grant; School to Work Capacity Building Grant; and the AACC Disability Resources Support Project.

Research has been done to develop a new data system to support data collection and analysis for reporting, assessment, program review, etc., and a new student tracking system (Lonestar). In addition, Historical Prospective for Fall, 1991-95 was produced. All federal, state, and association reports were submitted in a timely fashion.

VI. FACILITIES

Plans for the new Page Campus were completed and construction has begun.

The Flagstaff Campus received a lot of remodeling this last academic year. Classroom #10 was reduced in size in order to provide a new student lounge. The "old" student lounge was renovated into 8 office areas. Classroom #20 was remodeled to include two additional offices and a testing room. Finally, an area was established in the back of the building with shipping and receiving capabilities.